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

CONTACT NAME: KENDRA KOPELKE
PHONE: 410-837-6026

DEPARTMENT/DIVISION: SCHOOL OF COMMUNICATIONS DESIGN
DATE PREPARED: 3/1/12

PROPOSED SEMESTER OF IMPLEMENTATION: FALL 2013

TYPE OF ACTION: add (new)

LEVEL OF ACTION: noncredit

ACTION BEING REQUESTED: COURSE ACTIONS

Original Subject Code/Course Number: CWPA 761

Original Course Title: TEACHING WRITING

1. Experimental Course
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre- and Co-Requisite
7. Course Description
8. New Course
9. Deactivate Course
10. Program Requirements
11a. Undergraduate Specialization (24 credits or fewer)
11b. Master's Specialization (12 credits or fewer)
11c. Doctoral Specialization (18 credits or fewer)
12. Minor (add or delete)
13. Closed Site Program
14. Program Suspension
15. Program Reactivation
16a. Certificate Program (UG/G) exclusively within existing degree program
16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
17. Off-Campus Delivery of Existing Programs
18a. Undergraduate Concentration (exceeds 24 credits)
18b. Master's Concentration (exceeds 12 credits)
18c. Doctoral Concentration (exceeds 18 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 (O)
- 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)

Summer 2010
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>
<td>Geoffrey Hutter</td>
<td>3/15/12</td>
</tr>
<tr>
<td>b. OTS</td>
<td>Paul M. W.</td>
<td>3/14/12</td>
</tr>
<tr>
<td>c. University Relations</td>
<td>Kathleen M.</td>
<td>3/15/12</td>
</tr>
<tr>
<td>d. Admissions</td>
<td>Michael J.</td>
<td>3/14/12</td>
</tr>
<tr>
<td>e. Records</td>
<td>Michael J.</td>
<td>3/15/12</td>
</tr>
</tbody>
</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>3/17/12</td>
</tr>
<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td>Kathyrn Summer</td>
<td>3/16/12</td>
</tr>
<tr>
<td>D. Dean</td>
<td></td>
<td>4/16/12</td>
</tr>
<tr>
<td>E. University Faculty Senate (Chair)</td>
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<td></td>
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<tr>
<td>F. University Council (Chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td>Beverly Schnell</td>
<td>5/8/12</td>
</tr>
<tr>
<td>H. President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Board of Regents (notification only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Board of Regents (approval)</td>
<td></td>
<td></td>
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<tr>
<td>K. MHEC (notification only)</td>
<td></td>
<td></td>
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<tr>
<td>L. MHEC (approval)</td>
<td></td>
<td></td>
</tr>
<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.
Impact Statement From the Office of University Relations

Please be advised that any programmatic changes are likely to affect recruitment and other publications produced and/or managed by the Office of University Relations that contain this type of specific academic information. Please inform Catherine Leidemer (cleidemer@ubalt.edu or 410.837.6164) of any proposed changes that receive final approval and of any planned implementation timelines.

The timing of the final approval for these changes will be a determining factor in our ability to incorporate the new information in a timely fashion in any relevant materials that are on our production schedule. As a general guideline, the Office of University Relations should be notified of any programmatic changes to a scheduled recruitment publication at least two months prior to printing.
**Document O: Course and Program Development: SUMMARY PROPOSAL**

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

**SCHOOL:**  
O LAW  
O MSB  
O CAS  
O CPA

**CONTACT NAME:** KENDRA KOPELKE  
**PHONE:** 410-837-6026

**DEPARTMENT/DIVISION:** SCHOOL OF COMMUNICATIONS DESIGN  
**DATE PREPARED:** 3/1/12

**PROPOSED SEMESTER OF IMPLEMENTATION:**  
O fall  
O spring  
**YEAR:** 2013

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

- **COURSE ACTIONS**
- **PROGRAM ACTIONS**

Original Subject Code/Course Number: CWPA 761

Original Program Title:

Original Course Title: TEACHING WRITING

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

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**For changes to existing courses:**

<table>
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<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>NEW TITLE</td>
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Summer 2010  
3
The School of Communications Design is proposing a new course, CWPA 761: Teaching Writing.

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

One of the main reasons that creative writers enroll in MFA programs, in addition to working on their writing, is to earn a college teaching credential. The proposed course will prepare MFA students to teach expository, professional, and creative writing in stand-alone courses and within subject-matter courses. Publications Design students as well as others -- possibly current UB faculty and adjuncts from a variety of disciplines -- might also be interested in this course.
1. DATE PREPARED
MARCH 1, 2012

2. PREPARED BY
KENDRA KOPELKE, JON SHORR, CHRIS JUSTICE

3. DEPARTMENT/DIVISION
SCHOOL OF COMMUNICATIONS DESIGN

4. COURSE NUMBER(S) with SUBJECT CODE(S)
CWPA 761

5. COURSE TITLE
TEACHING WRITING

6. CREDIT HOURS
3

7. CATALOG DESCRIPTION
This course will teach students how to teach writing. It will focus on pedagogical strategies, course planning, and classroom management, and will introduce students to the theory and scholarly debates surrounding these topics. The course will accomplish its goals through readings, discussion, and applied and experiential learning.

8. PREREQUISITES  NONE

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)
ELECTIVE FOR MFA/CWPA AND MA/PBDS MAJORS

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)  N/A

Summer 2010
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)

**SEMINAR**

12. **FACULTY QUALIFIED TO TEACH COURSE**

CHRIS JUSTICE, JON SHORR

13. **CONTENT OUTLINE**

Foundations

- Learning theory
- Learning styles
- Student population
- Rhetoric & composition theory

What Writing Teachers Teach

- Grammar & mechanics, syntax & semantics
- Paragraphs & compositions
- Research & documentation
- Professional writing
- Creative writing

How Writing Teachers Teach Writing: Pedagogical Strategies

- Writing Process
- Lecture
- Models and imitations
- Workshops
- Revision

How Writing Teachers Evaluate Student Work

- Criteria
- Grading Systems
- Individual assignments
- portfolio
- Written feedback

How Writing Teachers Use Technology

- Computer writing labs
- Online research
- Online teaching platforms
- Blogs
- Wikis

Summer 2010
Course Planning—

- Units
- Lessons

Classroom Management

14. LEARNING GOALS

By the end of this course, students should be able to:

- Explain types of content in composition classes.
- Design effective writing exercises, assignments, and courses.
- Explain the relative merits of different writing assessment strategies.
- Apply rhetoric and composition scholarship to writing instruction.
- Apply pedagogical techniques and learning theories to teaching and learning.

15. ASSESSMENT STRATEGIES

- Application Assignments
- Teaching Demos
- Reflective Essays
- Class participation

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

- The Norton Book of Composition Studies, Susan Miller (ed.)
- A Guide to Composition Pedagogies, Tate, Rupiper, and Schick
- A Rhetoric for Writing Teachers, Erika Lindemann and Daniel Anderson
- The St. Martin's Guide to Teaching Writing, Cheryl Glenn and Melissa A. Goldthwaite

17. SPECIAL GRADING OPTIONS (if applicable) NONE

18. SUGGESTED CLASS SIZE 20

19. LAB FEES (if applicable) NONE

Summer 2010