

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Peggy Potthast ; Chris Justice	<b>Phone:</b> x5342; x6259
<b>DEPARTMENT / DIVISION:</b> School of Communications Design		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):		
#8 New Course – non-credit WRIT 300L Web Writing Lab		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course <sup>1</sup>	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
x	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension <sup>9</sup>	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFGHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFGHJL
	18. Program Termination	NO, 10	d, e	ABCDEFGHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFGHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)				
x	N. This Cover Sheet		Q. Full 5-page MHEC Proposal	T. Other
x	O. Summary Proposal		R. Financial Tables (MHEC)	
x	P. Course Definition Document		S. Contract	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X <input checked="" type="checkbox"/>
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):
#8 New Course – non-credit WRIT 300L Online Writing Lab

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - b. proposed date after which no new students will be admitted into the program;
  - c. accommodation of currently enrolled students in the realization of their degree objectives;
  - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - e. reallocation of funds from the budget of the affected program; and
  - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council review (for a 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.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Margaret J. Prodhact</i>	5/1/08
B. Final faculty review body within each School	Chair: <i>Joseph Z...</i>	5/15/08
C. College Dean	Dean: <i>Jay W. Turner</i>	5/22/08
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>John A. Fardull</i>	5/23/08
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Debra S. G...</i>	5/26/08
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Peggy Potthast; Chris Justice	<b>Phone:</b> x5342; x6259
<b>DEPARTMENT / DIVISION:</b> School of Communications Design		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-23 and course name & number or program affected):		
#8 New Course – non-credit WRIT 300L Web Writing Lab		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

O-1: Briefly describe what is being requested:

We propose to add to the course catalog a 0-credit writing lab, WRIT 300L, Web Writing Lab.

For new courses or changes in existing courses (needed by Registrar)

<b>OLD Title:</b>	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title:</b> Web Writing Lab	<b>Course # / HEGIS Code:</b> WRIT 300L	<b>Credits:</b> 0

O-2: Set forth the rationale for the proposal:

This lab was actually part of the original proposal for WRIT 300. Implementation selected in PeopleSoft requires that the laboratory be a separate course in the catalog because the laboratory sections are specific to each undergraduate program discipline.

This is taken from the proposal for WRIT 300 [*italics* are additions; **bold** is Potthast's emphasis]

In the redesigned course, students will register for heterogeneous face-to-face sections [*these may actually also be online*] where they will discuss general readings and work on general writing techniques and strategies. In addition, they will meet online in homogeneous, discipline-specific groups to do three things: (1) discuss discipline-specific readings related to those writing principles and assignments; (2) critique each other's drafts; and (3) get feedback from discipline-specific instructors and/or tutors. The course will be staffed by a combination of fulltime and adjunct faculty.

The course resulting from the redesign will provide opportunities for students to read and write in their disciplines within the broader context of a general writing course.

## Document P

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1. Date Prepared 3/12/08
2. Prepared by Chris Justice; Peggy Potthast
3. Department School of Communications Design
4. Course Number WRIT 300L
5. Course Title Web Writing Lab
6. Credit Hours 0 (zero); all credit is earned within WRIT 300
7. Prerequisites adequate score on placement test; must be taken with WRIT 300
8. Course Purpose (example: general education, laboratory, elective) general education
9. Rationale To attain course objective of writing within the disciplines, this co-requisite laboratory course is needed.
10. Catalog Description (Paragraph should reflect general aims and nature of the course)

This course is the online lab component of WRIT 300. Students register for the discipline-specific section of WRIT 300L, which matches their degree program. Students read articles and discuss writing related to their majors, complete writing exercises, peer review classmates' writing, and receive instructor feedback about their writing. WRIT 300 and WRIT 300L must be taken concurrently.
11. Suggested approximate class size 20-25
12. Content Outline [this is taken from the WRIT 300 course proposal; boldface highlights the tasks related to this online component WRIT 300L]

### 1. Week 1

#### a. Introduction to course and the writing process

1. General introductions and syllabus; introduction to the writing process: pre-writing, planning, developing thesis statements, and outlining [NOTE: The emphasis on process will continue throughout the course.]

#### 11. Assignments

1. In-class generic readings, discussions, and exercises.

**2. Online discipline-specific readings, group discussions, and exercises -Topics will include analyses of writing unique to students' disciplines**

2. Week2

a. Organizing information

i. Paragraphing strategies

ii. Assignments

1. In-class generic readings, discussions, and exercises.

**2. Online discipline-specific readings, group discussions, and exercises -Topics will include critiques of different ways of organizing information, particularly ways that may be unique to that discipline**

### 3. Week3

#### a. Summarizing information

i. Writing summaries; identifying "summary situations" in professional contexts (abstracts, executive summaries, etc.); identifying main ideas; when to use summaries; and documenting summaries

#### 11. Assignments

1. In-class generic readings, discussions, and exercises.

**2. Online discipline-specific readings, group discussions, and exercises**

**3. Assignment #1 Students will write an abstract, an executive summary, or a summary, depending on their major.**

### 4. Week4

#### a. Writing critically

1. Writing critiques and critical writing

#### 11. Assignments

1. In-class generic readings, discussions, and exercises.

**2. Online discipline-specific readings, group discussions, exercises, and peer reviews.**

**3. Assignment #2 (see assignment sheet for details) – Students will write a book review for an audience of professionals from their major.**

### 5. Week5

#### a.

1 Interesting and functional sentences

1.1 Sentence types, subordination and coordination, common sentence errors, parts of a sentence, diversified sentence structures

#### 11.1 Assignments

1 In-class generic readings, discussions, and exercises.

**2 Online discipline-specific readings, group discussions, exercises, and peer reviews.**

**3 Assignment #3 (sentence analysis) will require students to conduct close readings of major rhetoricians in their major.**

### 6.1 Week6

#### a.1 Supporting your ideas

1.1 Types of support and gathering and evaluating information

#### 11.1 Reading assignments due Week 6

1 WRAC -Chapter 4 / "Too Much of a Good Thing" pages 484-487

2 LBH -Chapters 44 and 45

**3 Online discipline-specific readings, group discussions, exercises, and peer reviews.**

#### 11.1 Assignments

1.1 Assignment #4

a.1 Identify topics and begin research for #4. Prewriting work due Week 6

### 7.1 Week7

#### a.1 Supporting your ideas

1.1 Using direct quotations and paraphrases, citing sources, avoiding plagiarism, gathering and evaluating information from print and electronic sources, annotated bibliographies

11.1 Assignments

1.1 In-class generic readings, discussions, and exercises.

**2.1 Online discipline-specific readings, group discussions, exercises, and peer reviews.**

3.1 Work on Assignment #4

a.1 Annotated bibliography due Week 7

8. Week 8

b.1 Supporting your ideas

i. Revising and editing strategies

ii. Assignments

1.1 In-class generic readings, discussions, and exercises.

**2.1 Online discipline-specific readings, group discussions, exercises, and peer reviews.**

3.1 Assignment #4 due Week 9

a.1 Post draft of Assignment #4 online for peer review

**Assignment #4 is a research project unique to the major.**

9.1 Week9

a.1 Audience

i.1 Real and intended audiences; audience analysis (size, education, demographics, medium, etc.); tone, style, and diction; audience appeals; analyzing professional media (advertisements, blogs, Websites, etc.)

11.1 Assignments

1.1 In-class generic readings, discussions, and exercises.

**2.1 Online discipline-specific readings, group discussions, exercises, and peer reviews.**

3.1 Assignment #5

**Assignment #5 (audience exploration) will require students to write about topics related to their majors for three different audiences.**

10.1 Week 10

a.1 Audience

i. Writing instructions about a process

ii. Assignments

1.1 In-class generic readings, discussions, and exercises.

**2.1 Online discipline-specific readings, group discussions, exercises, and peer reviews.**

3.1 Assignment #6 (see assignment sheet for details)

**Assignment #6 is Instructions, FAQ page, or User's guide depending on major.**

11. Week 11

a.1 Persuasion

i.1 Claims, assumptions, facts, and opinions; developing evidence; logical, ethical, and emotional appeals; counterarguments; and logical fallacies

11.1 Assignments

1.1 In-class generic readings, discussions, and exercises.

**2.1 Online discipline-specific readings, group discussions, exercises, and peer reviews.**

**3.1 Assignment #7**

a.1 Identify topics and begin working on assignment Pre-writing word due Week 11



12. Week 12

a. Persuasion

i. Analysis of popular "arguments" such as scientific theories, conspiracy theories, and urban legends

ii. Assignments

1. In-class generic readings, discussions, and exercises.

**2. Online discipline-specific readings, group discussions, exercises, and peer reviews.**

3. Work on Assignment #7

a. Annotated bibliography due Week 12

13. Week 13

a. Persuasion

i. Revising and editing strategies

ii. Assignments

1. In-class generic readings, discussions, and exercises.

**2. Online discipline-specific readings, group discussions, exercises, and peer reviews.**

3. Assignment #7 due Week 14

a. Post draft of Assignment #7 online for peer review

**Assignment #7 is a persuasive writing project unique to their major.**

13. Week 14

a. Persuasion

i. Class wrap up

ii. Reading assignments due Week 14

1. Jabari Asim and Anthony Asadullah Samad. "Is Banning Hurtful Language the Right Thing to Do?" *Ebony*, July, 2007, pp.94-95 (in Langsdale Library)

iii. Assignments

1. Assignment #7 due Week 14

**2. Online discipline-specific readings, group discussions, exercises, and peer reviews.**

**13. Learning Goals**

By the end of this course taken with its co-requisite WRIT 300, students will demonstrate:

**1. Basic writing competencies**

Demonstrate writing processes that emphasize discovering ideas, planning, drafting, revision, and editing.

Explain and demonstrate ways that sentences, words, grammar, and punctuation affect the clarity and meaning of written prose.

Use documentation styles (including MLA and APA styles) for quotes, paraphrases, and other found information.

**2. Organization**

Write paragraphs that include main ideas supported by relevant details, evidence, examples, and transitions.

Write organized compositions that address different audience's needs.

**3. Complex thinking**

Analyze complex ideas competently.

i. Summarize, synthesize, and report information.

ii. Discuss and analyze cause and effect

iii. Argue a point effectively.

**14. Assessment Strategies**

All sections will be assessed using a pre-and post-test instrument. The quality of those writing responses will be determined by measuring them against the course's learning objectives.

**15. Text(s) and Materials (example: textbooks, calculator)**

a. The Myths of Innovation by Scott Berkun (required)

b. The Little, Brown Handbook (LBH), 10th edition, by H. Ramsey Fowler and Jane Aaron (required)

**16. Lab Fees      none**