

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Stephanie Gibson	Phone: 410-837-6050
DEPARTMENT / DIVISION: School of Communication Design		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
Action Item #8: WRIT 101 College Composition/First and Second Year Programs affected		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	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 ¹	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		ABCD
x	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NOQ		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 ⁹	NOQ	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)	NOSR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NORS, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	a, c, d, e	Varies

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

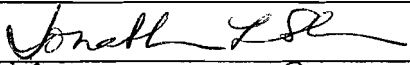

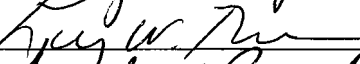

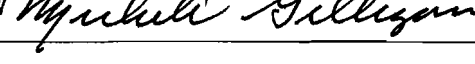
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before 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)

SCHOOL:	LAW <input type="checkbox"/>	MSB <input type="checkbox"/>	YGCLA X
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):			
Action Item #8: WRIT 101 College Composition/First and Second Year Programs affected			

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - 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: 	11/21/06
B. Final faculty review body within each School	Chair: 	11/14/06
C. College Dean	Dean: 	11/20/06
D. Provost and Senior Vice President for Academic Affairs	Provost: 	11/26/06
E. Curriculum Review Committee (UFS subcommittee)	Chair: 	12/4/06
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

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Stephanie Gibson	Phone: 410-837-6050
DEPARTMENT / DIVISION: School of Communication Design		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
Action Item #8: WRIT 101 College Composition/First and Second Year Programs affected		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

To accommodate the needs of incoming freshman and sophomores, we are instituting a lower-division expository writing course in which students will receive instruction in the craft of writing well-organized, clear, and coherent expository prose. This course will meet the state of Maryland's lower-division general education requirement for three credits of English Composition.

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

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: College Composition	Course # / HEGIS Code: WRIT 101	Credits: 3

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

Lower-division students have instructional needs that are very different from those of upperclassmen. Our current upper-division expository writing class, *Ideas in Writing*, is aimed at improving the writing skills of college juniors and seniors. The incoming freshmen who will arrive in the fall of 2007 will need an expository writing course designed expressly to meet the needs of students with no prior college experience.

WRIT 101 is designed to help students develop fluency in writing clear, forceful, effective prose and to help them acquire the college-level reasoning, reading, and writing skills that they will find necessary for success in other college courses.

Document P
Course Document for WRIT 101: College Composition

1. Date Prepared: 22 September 2006
2. Prepared by: Stephanie Gibson, August Tarrier, Betsy Yarrison, Marguerite Weber
3. Department: School of Communication Design
4. Course Number: WRIT 101
5. Course Title: College Composition
6. Credit Hours: 3
7. Catalog Description: WRIT 101 is designed to help students develop fluency in writing clear, forceful, effective prose and to help them acquire the college-level reasoning, reading, and writing skills that they will find necessary for success in other college courses.
8. Prerequisites: Placement through college placement testing or through completion of a designated developmental writing course with a grade of C or higher.
9. Faculty qualified to teach course: Gibson, Yarrison, Tarrier, Shorr, Fitz, Matanle, Friskey, Kopelke, Carruthers, Delury, Weber, and others
10. Course type: Lecture
11. Suggested approximate class size: 20 maximum
12. Content Outline: Individual course syllabi may vary, but all sections of the course will include the following content:

1. Students will read and discuss a variety of texts that illustrate well-crafted English prose.
2. Students will learn a range of writing processes and skills for gathering information and for drafting, revising, and editing expository prose, *e.g.* formulating and supporting a thesis; addressing a range of audiences effectively; employing advanced conceptual skills such as interpretation, analysis, synthesis, and evaluation; supporting claims with adequate and pertinent evidence; and supporting generalizations with legitimate specifics.
3. To practice these skills, students will write expository essays that focus on informing and persuading various audiences.
4. Students will develop infrastructures for their essays that draw on recognized patterns of logical organization.
5. Students will collect a range of appropriate supporting evidence and arrange it within their essays for maximum clarity and persuasiveness.
6. Students will engage in effective self-reflection on their writing skills and goals.
7. In collaborative review with peers and/or their instructors, students will use feedback to improve their essays through revision and editing.

13. Learning Goals:

Individual course syllabi may vary, but in all sections of the course students will learn to::

1. Read accurately and cultivate the habits of critical inquiry and serious reflection
2. Use writing and reading for inquiry, learning, thinking, and communicating in a college setting
3. Engage in college-level discussions that offer multiple perspectives
4. Understand how audience, purpose, genre, and context shape the meaning and effectiveness of all writing, especially writing done in college settings
5. Use various strategies for generating ideas and for drafting, revising, and editing their writing
6. Locate, summarize, synthesize, critique, and cite sources
7. Apply critical thinking skills to problem solving, both in situations in which the problem and the desired outcomes are clearly evident and in situations in which they must be inferred

The following learning outcomes apply to all sections of the course:

1. **Improved command of writing processes:** *planning, drafting, revising, editing and proofreading*
2. **Improved command of standard written English:** *syntax, mechanics, diction, and style*
3. **Improved skills in critical reading:** *comprehending explicit meaning, identifying main and subordinate ideas, interpreting implicit meanings, understanding tone and style, recognizing outside references, identifying rhetorical strategies in expository prose*
4. **Improved skills in managing written information:** *evaluating sources; summarizing, synthesizing, and paraphrasing information; documentation*
5. **Improved learning skills:** *personal management, information management, interpersonal communication*

14. Assessment Strategies

Proposed Assessment Tool for Essays

Quality of a Well-Written Essay (See essay comments for areas of concern.)	Excellent (10)	Good (9-8)	Meets Expectations for this assignment (7)	Needs Improvement (6-5)	Unsatisfactory (4>)
Unity: The essay has a clear thesis, and all supporting details relate directly to the thesis.					
Unifying Strategies The introduction provides a sense of the scope and purpose of the essay as well as any background information the reader may need. The conclusion provides an appropriate sense of closure.					
Organization: The writer has chosen an effective pattern of organization. The pattern of organization is clear to readers.					
Development: The writer provides sufficient details to prove the thesis and to support the writer's purpose; these details are rendered with clarity and are arranged in a manner that suits the reader's needs.					
Development Strategies: Source material is integrated effectively and ethically. Ideas are supported with appropriate evidence.					
Coherence: Ideas are arranged in a logical sequence. Related ideas are adjacent. The writer provides clear transitions between key ideas.					

Coherence Strategies: Sentences are effectively combined using parallelism and subordination. Key word repetition, pronoun reference, and transitional words and phrases are used for transition.					
Correctness: The essay demonstrates command of the conventions of standard written English.					
Correctness Strategies: Areas of focus for this course include: <input type="checkbox"/> Avoiding fragments <input type="checkbox"/> Correct sentence structure <input type="checkbox"/> Subject-verb agreement <input type="checkbox"/> Correct sequence of tenses <input type="checkbox"/> Pronoun/antecedent agreement <input type="checkbox"/> Correct modifier placement <input type="checkbox"/> Modifier correctness <input type="checkbox"/> Correct mechanics, <i>e.g.</i> punctuation and capitalization <input type="checkbox"/> Idiomatic diction					
Appropriateness: The writer has paid attention to the writing situation: the subject is appropriate to the purpose and the audience. The vocabulary is appropriate to the subject and audience.					
Adherence to Directions: The student has paid attention to and followed all of the written and oral directions for the assignment.					
Creativity: The language is vivid and engaging, as are the examples that develop the writer's ideas. The writer engages the reader.					

15. Suggested text(s) and materials (example: textbooks, equipment, software, etc.)

One possible text for the course might be *St. Martin's Guide to Writing*; Rise B. Axelrod and Charles R. Cooper, with access to its online Academic Tool Kit. Many other texts and supplementary learning packages are available for the course. All sections will use the same texts.