

ECU's Writing Across the Curriculum Program Writing-Intensive Course Proposal

Course Information

1. Course number: READ 4534 Department: Literacy Studies, English Education, and History Education
2. Course name: Problems in the Teaching of Reading
3. Faculty involved: Dr. Elizabeth Swaggerty and Dr. Lanette Moret Email: swaggertye@ecu.edu
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4. This course is for: Majors Non-majors Both
5. This proposal is for: An Existing Course A New Course
6. How frequently is this course offered?
Fall, spring, and both summer sessions.
7. What is the average student enrollment across all sections?
(WI Courses are capped at 25 students per section.)
Each section of the course is capped at 25. Apply two-three sections per semester (F, S, SS)

1. What types of documents (genres) will students write in this course (i.e., reports, memos, research papers, annotated bibliographies, etc.)? Include the expected or required number of pages for each assignment.
Article Analysis/Critique Assignment (approximately 6 pages), Topic Selection Paper (approximately 2 pages), Literature Review Matrix (approximately 6 pages), Research Paper Draft (approximately 8 pages), and Final Research Paper and Digital Project (approximately 10 pages; this page count does not include writing within the digital project).
2. How are the writing assignments integrated into teaching & learning goals for the course?
This course requires students to demonstrate depth of content knowledge related to reading processes and instruction. Students learn about credible sources in the field of reading education, learn how to analyze and critique scholarly articles, select one topic for further inquiry, and ultimately write a synthesis research paper and design and share a digital project that focuses on one aspect of reading education.

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The following outcomes represent the ECU Writing Outcomes approved by the WAC Committee. Explain how the projects and activities in your proposed course help students to meet these outcomes.

- SLO 1 How will students use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources?

Students demonstrate depth of reading education content knowledge through a formal written synthesis paper and digital project. Students learn how to locate and critique scholarly information in the field of reading education. By learning which sources are credible and how to read and analyze those articles, students become familiar with both the content (reading education) and the writing within the discipline. The articles they analyze become the “mentor texts” for their own writing. After analyzing articles on various topics, they choose one of interest for further inquiry. They use a literature review matrix as a tool to organize articles and systematically explore articles related to their topic. The matrix allows students to identify consistencies and inconsistencies in the research, which leads to theme identification for the synthesis paper. Ultimately, they highlight the topic through a digital project, which requires very succinct writing with links to corresponding practical resources for other teachers.

- SLO 2 How will students produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multi-modal components) of their major disciplines and/or career fields?

Unless students go on to get a Masters or PhD, they will likely not be writing formal synthesis papers in their role as classroom teachers. However, they will need to effectively communicate to stakeholders (administrators, colleagues, and parents).

Students are made aware that the synthesis paper is written to demonstrate depth of content knowledge for reading licensure.

The digital project, however, requires students to think about and represent the content they learned in a different way, for a different audience. These projects are created so students can learn about one another's topics and as a resource for a wider audience of educators on the Internet. Learning to design a project that shares information on the Internet in a succinct, engaging manner, teachers gain a skill necessary for sharing educational resources and forms of communication for their students, colleagues, parents, and administrators in their future teaching positions. Students are encouraged to put this project link on their professional websites.

- SLO 3 How will students demonstrate that they understand writing as a process that can be made more effective through drafting and revision?

Students bring their working draft to class in order to participate in a peer conference process. Each student will read his or her partner's paper and record comments on the paper and a feedback form. This written feedback guides the conversation. Writers consider the feedback as they revise the paper. They then meet with an ECU Writing Center Consultant and consider that feedback as they revise. They then bring the most recent revised draft to class to engage in a peer conference with a second classmate. During peer conferences, the instructor checks in with students. They revise for a final time before submitting the final paper.

- SLO 4 How will you help students proofread and edit their own writing, avoiding grammatical and mechanical errors?

The second peer review activity includes a focus on editing. There are also writing mini-lessons (e.g., What is the difference between its and it's?) that take place during each class meeting.

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SLO 5 How will students assess and explain the major choices that they make in their writing?

Within the final project, there is a written reflection. Students not only reflect on content knowledge gained, but also reflect on the writing process:

How did your topic focus evolve?

Describe the choices you made (e.g., organization, themes) as you wrote this paper.

Describe your growth as a writer.

What did you learn about yourself as a writer?

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