#### WRITI Course

**Proposal: ENG 210 Writing Process**

*Note:* The **Writing Intensive Course Guidelines** may be found in the Faculty Book (yellow pages) at: <http://gustavus.edu/facultybook/facultyhandbook/section2.php#WRITING>

**Date**:

## I. Course Information

 A. Department:  English

 B. Course #: **210**

 C. Course Title: **Writing Process**

D. Name of Instructor(s); multiple instructors may apply for WRITI designation for a commonly taught course:  Rebecca Fremo, Baker Lawley

E. Has a copy of this proposal been shared with the department chair?

Yes X☐

 F. Maximum enrollment: 15

 The maximum enrollment cap for WRITI courses is 20.

 If the maximum enrollment proposed is less than 20 please

 provide a rationale.

  Historically, all composition and creative writing courses have been offered at the 15 cap since before 2000, when the current Writing Emphasis option of the English major was formalized.  The 15 cap is the maximum recommended by the Council of Writing Program Administrators and is the norm among peer institutions.  This cap enables a process-based approach, enabling instructor to read and respond to multiple drafts of each assignment in a timely way.

 **G.** Catalog course description:

      How do writers generate texts and suit those texts to meet the needs of diverse audiences?  The course considers stages of the writing process, including invention, drafting, revising, and editing, and then challenges students to rethink the relationships among those categories.  Understanding the writing process as recursive and culturally responsive, ENG 210 invites students to describe and analyze their own writing and to study the writing processes of others in multiple contexts.  Students will generate print and multimodal genres.  WRITI, offered annually.

**NOTE:** All WRITI courses should be supported by the use of Andrea Lunsford’s *Easy Writer* . If your course requires use of a style manual other than *Easy Writer*, please include the title below:

N/A

**II. Please respond to the following questions** as completely as possible in the space below. Refer to the WRITI course criteria in **section 2.2.2 (yellow pages)** of the Faculty Book found at the link listed at the top of this form.

A. All WRITI courses should require students to complete at least one major writing assignment in stages, with revision, or a series of smaller projects, at least some of which may be revised before final grading. **Describe one such major assignment, or describe two to three smaller assignments, including how the revision cycle will be encouraged.**

**Case Study Assignment (6-8 pages, typed)**

Here is the **task:**

Identify a writer--a student, a relative, a professor, or another working writer on campus—to serve as your research subject for this project. First, observe this writer at work as s/he engages in a *specific* writing task. Or, observe this writer several times as s/he engages in the same kind of task. Take careful notes on what you see.

Next, interview this writer about his or her writing process. While it is most helpful to focus the interview on the same writing task that you actually observed, this may not be possible. Your goal is to get a real sense of who this writer is and how s/he operates. Consider what you *saw* in relation to what the writer *said.* How does your observation “line up” with the subject’s sense of him or herself as a writer?

After reflecting on your observation and interview, consider how some of the theory that we’ve read in ENG 210 might inform your analysis of this research subject’s writing. Test out various lenses to see which one seems to fit best. Will cognitivist approaches help you explain your roommate’s procrastination? Can rhetorical approaches help you consider why your sister is eloquent with email and wooden with academic writing? Etc.

Finally, draft a case study (essay or article form) in which you **describe the writer, his/ her context, and the writing task(s) that you observed.** Next, your case study should **analyze your findings, making explicit connections to at least one of the theories we’ve discussed in class this term.** That means you will need to cite the critical articles that we’ve studied. You do not need to do “outside research” here. Your goal is to use theory to explain practice—apply what you’ve read to help you account for what you observed.

**How the Revision Cycle is Utilized:** Students submit the project in stages, including a proposal (explaining who the writer intends to study, the context for the observation, and the theory that s/he plans to apply); a first draft of the case study, and a revision of the case study. The proposal and first draft go through a guided peer review session in which the professor meets in small groups (4-5) with the students outside of class to “workshop” the draft. All drafts are uploaded to moodle as well, so that they can be discussed during class. Final revisions depend upon considering comments of peers and professor.

B. All WRITI courses provide students with opportunities to engage in aspects of the writing process during class time. **Describe one strategy or exercise you will use to engage students in the writing process during class. (This may involve formal or informal writing.)**

Informal writing is typically the mode of delivery here. Informal writing in ENG 210 will include: mapping, clustering, focused free writing, listing, or other forms of invention used to help students reflect on paper or focus their thoughts as they prepare for a larger assignment. I might also use brief responses in class in order to help students clarify their thinking about a difficult or theoretical text that we’ve read.

For instance: After reading Peter Elbow’s “Cooking” Chapter from *Writing Without Teachers*, I might ask students to test Elbow’s theory by spending approximately 15 minutes “cooking” their own response to his chapter. “Jot as many terms/ phrases as you can that help you understand Elbow’s main idea. What comes to mind when you think about “Cooking?” Don’t edit or revise as you write: practice the associational thinking that Elbow encourages.” (15 minutes)

C. All WRITI courses provide frequent opportunities for students to practice making effective rhetorical choices, which means suiting the form of communication to a specific situation and audience. **Describe how you will address this criterion within one course assignment or class activity.**

**“Rework a Text” Project**

In the final unit of the course, students have the opportunity to study a text that is important or influential to them within their major field of study. After first writing an abstract of that text to summarize the text closely, and after analyzing the text rhetorically to understand how that text meets the needs of a specific audience and disciplinary context, students will rework the text, revising it for a new audience or new context. This will most likely include changes in genre, tone, voice, and style. The text may be visual or multimodal as well as traditional print form. Students will also submit a one-page rationale statement explaining their rhetorical choices. Why this new genre? How does it meet the needs of a new readership? What techniques and strategies did they use in order to meet those needs?

D. All WRITI courses should enable students to receive feedback from instructors at multiple states of writing projects. **Describe the types or methods of feedback for one course writing project.**

**Case Study Project (described in question A above)**

**How the Revision Cycle is Utilized:** Students submit the project in stages, including a proposal (explaining who the writer intends to study, the context for the observation, and the theory that s/he plans to apply); a first draft of the case study, and a revision of the case study. The proposal and first draft go through a guided peer review session in which the professor meets in small groups (4-5) with the students outside of class to “workshop” the draft. All drafts are uploaded to moodle as well, so that they can be discussed during class. Final revisions depend upon considering comments of peers and professor.

**Submit this form to the Provost’s Office at the following email address:** **courseproposal@gustavus.edu**