**DEPARTMENT/PROGRAM**: Curriculum and Instruction/ Master of Arts of Teaching English  

**COURSE PREFIX/NUMBER**: ECI 531  

**COURSE TITLE**: Advanced Writing in Education  

**ABBREVIATED TITLE**: ADV WRTNG IN ED  

**SCHEDULING**: Fall x  

**CREDIT HOURS**: 3  

**CONTACT HOURS**: Lecture/Seminar 3  

**INSTRUCTOR NAME**: Ruie Pritchard  

**TITLE**: Professor, English Education  

**GRADING**: ABCDF x  

**PREREQUISITE(s)**: N/A  

**COREQUISITE(s)**: N/A  

**ANTICIPATED ENROLLMENT**: 20  

**PROPOSED EFFECTIVE DATE**: Fall 2009  

**CATALOG DESCRIPTION IN CONCISE FORM MEANINGFUL TO STUDENT**:  

Designed to provide opportunities to gain knowledge, tools, and strategies to make one’s writing more effective and meet the academic community’s standards. Emphasis on strategies to develop and/or enhance form, style, content, and quality of academic writing, and on researching, composing, revising, and editing. Students will be required to compose, self-evaluate and give feedback on the work of their peers. Appropriate for any specialty area in Education, especially for writing theses and dissertations using APA style. Student must have graduate status.

**VERIFICATION/REQUEST BY**: The course syllabus has been developed and is in conformance with the requirements of the Provost’s website.

**DOCUMENTATION REQUIRED**  

- Course Justification x  
- Proposed Revision(s) with Justification x  
- Enrollment for Last 5 Years x  
- Consultation with other Departments x  
- Student Learning Outcomes x  
- Evaluation Methods and Weighting x  
- Explanation of Differences for Dual-level Courses  
- Resource Statement x  
- Topical Outline and Time Devoted x  

**ENDORSED BY**:  

Chair, College Graduate Studies Committee  

College Dean(s)  

**APPROVED**:  

Dean of the Graduate School
I. **Course Justification** (Explain the need for the course and its place in the curriculum in terms of the educational needs and interests of the students for whom the course is intended):

Although the English department offers writing courses and the university offers tutoring in writing, these are not a service appropriate to graduate students in Education. The English department, for example, uses MLA style, which influences organization and how one cites literature, not just form. This proposed course will provide opportunities for students in graduate programs in Education, especially in the English MAT, to meet the demands of graduate level writing and the requirements of writing in their specialty fields. It is especially appropriate for those students wanting to pursue a master’s degree which requires a thesis and a doctoral degree requiring the dissertation. This course was designed at the request of classroom teachers in the Capital Area Writing Project, a National Writing Project site at NC State for 24 years. We designed it specifically for education majors and offered it 3 times as a special topics course, ECI 620 Z. Its popularity became known. The graduate school asked to advertise it on its site. Graduate students from across the college, and from other colleges not in the Humanities, enrolled. Many had never done a formal review of literature, so it served an expressed need. The Department of Math, Science, and Technology Education requested that a special section for their majors be taught last year. We believe that an advanced course in writing is necessary for most graduate students.

II. **Proposed Revisions with Justification** N/A

III. **Enrollment for Last Five Years** (Enter data – look up at R&R website for either existing course number or special topics number as applicable. If not offered, indicate n/a. If previously offered as special topic, indicate designation after number enrolled [e.g. 17 - XX 592B]):

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>2007</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
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</tr>
<tr>
<td>2005</td>
<td>21</td>
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This course has been taught as a special topics course ECI 620Z for the last three years.

IV. **Consultation with Other Departments** (List all departments and individuals contacted, and any statements of objection, non-objection, or support. Inclusion of the entire document/communication is not necessary. Consultation is needed whenever there is a possibility of content duplication or when establishment or dropping would affect other programs.)

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Name</th>
<th>Statement</th>
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<tbody>
<tr>
<td>English</td>
<td>Carmine Prioli</td>
<td>Approved in email 10/23/07</td>
</tr>
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</table>

V. **Student Learning Outcomes.**

The student in this course will:

- Learn general pedagogy: By the instructor modeling the assignments and strategies in this course, the student may acquire skills that can be adapted to teaching expository writing
- Use features of Word (eg; search and find, track changes) and a class wiki and webpage
- Apply discipline- or content-specific knowledge in order to understand how the writing process facilitates academic writing and how writing is central to research and inquiry
- Be able to create reasonable, incremental timelines that break writing goals into manageable sections
- Compose academic texts using the APA (American Psychological Association) publishing style
- Analyze and critique research in Education published by others
- Demonstrate a basic knowledge of the body of research that has been done on topics of interest in their own teaching and professional education field of expertise.
- Evaluate research practices for their ethical dimensions.
- Systematically reflect and write about their experiences of composing academic texts for the academy and publication.
- Demonstrate in a presentation the relation of the study to enhancing educational practices, either in research or in the classroom.

VI. **Student Evaluation Methods**

Course requirements:

In order to receive a passing grade you need to complete all the assignments in a satisfactory manner.

1. **Attendance, participation:** Since this is a seminar and not a lecture course, it is essential that you read the assignments before class. The quality and depth of the class discussion will depend on your preparation for each class. This course
provides valuable preparation for and support during the research/reflection that you will be implementing, so attendance and participation are extremely important. (10 points for 10 %)

2. **Synthesis Papers**: Throughout the course you will turn in two synthesis papers (approximately 2-3 pages long) where you summarize the reading and reflect your application of the readings, discussions and on your own development as a writer. (20 points each for a total of 40%)

3. **Final Paper**: At the end of the semester you are required to have one of the following completed: (a) a thesis or dissertation pre-proposal; or (b) a thesis or dissertation proposal; (c) a Literature Review for a grant proposal; or (d) an article based on action research or other research that has been completed and you wish to submit for publication; or (e) a suitable paper that has been approved by the instructor and the chair of your master’s or doctoral program. (50 points for 50%)

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<th>Maximum Score</th>
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<td>A</td>
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<td>C+</td>
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<td>C</td>
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<td>F</td>
<td>59 and below</td>
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VII. **Explanation of Differences for Dual-Level Course**  N/A

VIII. **Resource Statement**

Resources to support teaching this MAT course when it is offered on campus will involve redirected faculty work load assignments. When the courses is offered through distance education it will be supported from distance education receipts that support part-time faculty and full-time faculty that teach an over-load or who choose to teach in the summer.

Students who take this course on and off campus will have access to library resources, Vista, email, and AFS web space accounts.

IX. **Topical Outline of Course and Time Devoted to Each Topic**

**Agenda by Topics: All class periods are 3 hours**

**Day 1:**
- Introductions, Overview, and Preparation for First Assignment
- Discuss articles on reserve
- Write about your writing history, including your fears of writing dissertation, thesis, or article for publication.
- Share topic for writing

**Day 2:**
- Look for or ask your advisor to recommend 2–3 dissertations, thesis, or publications in Educatoin that seem to be “a cut above the rest.” Skim these, and note their research problem, major research questions/hypothesis. How do the writers justify their researches’ contribution to the field? What sticks out to you that makes the writing good?
- APA style and planning your research
- Ruszkiewicz, Walker, &. Pemberton: Chapters 1-4, & 25

**Day 3:**
- Summarizing part 1
- Fink: Chapters 1

**Day 4:**
- Summarizing part 2 & citation
- Ruszkiewicz, Walker, &. Pemberton: Chapters 9 -14
Day 5:
- **First Reflection paper DUE**
- Reader based prose and bringing the reader “on the same page” in academic writing
- Fink: Chapter 2

Day 6:
- **We will meet in DH Hill Library to get an overview of how to find resources**
- Individual conference with instructor

Day 7
- Researching information and ideas
- Jalongo: Chapter 1
- Ruszkiewicz, Walker, & Pemberton: Chapters 5 – 7

Day 8:
- Audience awareness part
- Jalongo: Chapter 2
- Fink: Chapter 3

Day 9:
- Developing and seeing through the writing project
- Jalongo: Chapter 3
- Ruszkiewicz, Walker, & Pemberton: Chapters 15-19

Day 10:
- Scholarly styles and the limits of knowledge
- Jalongo: Chapter 4
- Fink: Chapter

Day 11:
- **Second Reflection paper DUE**
- Ethnography and academic writing
- Jalongo: Chapter 7
- Fink: Chapter 5
- Individual conference with instructor

Day 12:
- Myths about writing
- Jalongo: Appendices A, C, D, E, F, I

Day 13:
- The authors’ role in academic writing and internalizing the features of academic writing
- Individual conference with instructor

Day 14:
- Share reflections in small groups; select two to share with large group for critique
- Final paper due

Day 15:
- Course evaluation
- Concluding activity