# Policy on WI & LIT Courses

*Approved by the Task Force on WI and LIT Requirements*
*Sept. 21* *to consider th*

(LIT) requirements. There was a consensus
should remain vital parts of our students' *R*
Over several meetings, however, we identif

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# 1. Course Guidelines

Below are new guidelines for departments and instructors offering WI and LIT courses. These guidelines also serve as criteria for the review of proposals to add a WI or LIT designation to a course. (For details on the review process, see section 2 below.)

## *1a. WI Guidelines*

Courses designated as Writing Intensive (WI) should adhere to the following guidelines.

- The teaching of writing should be a central focus of the course.
  - Writing assignments must comprise a significant portion (at least 40%) of the overall course grade.
  - To allow for this focus on writing instruction, it is vital that the current cap of 22 students for WI courses be strictly enforced. We strongly recommend that WI classes have fewer than 22 students. (Some specific courses already have smaller caps.)
- Instructors should teach the discipline-

## 1b. Broad-Based Literature (LIT) Course Guidelines

Courses designated as Broad-Based Literature (LIT) should adhere to the following guidelines.

- The reading of literature should be a central focus of the course.
  - o "Literature" here refers to imaginative and creative texts, rather than works that are mainly informational. Literature encompasses a wide variety of genres (novels, short stories, poems, plays, screenplays, autobiographies, memoirs, songs, etc.), as well as cultural, historical and philosophical documents (letters, histories, essays, sermons, ethnographies, proclamations, etc.)
  - o The course should be reading-intensive. Although the exact amount of reading might vary by genre and subject, students should be expected to do significant amounts of reading in preparation for class sessions.
- Instructors should adopt a text-centered approach to teaching that emphasizes literary analysis (interpretation and evidence-driven argumentation).
- Instructors should have students engage critically and reflectively with literary texts in a manner appropriate to the course subject. Although the precise nature of this engagement cannot be defined in advance, some examples are:
  - o attending to the ways literature relates to or represents race, ethnicity, gender, sexual identification, class, disability, culture, history, philosophy, religion, psychology, sociology, science, visual and performing arts, etc.;
  - o exploring how and why language and literature—and the stories we tell about ourselves and others—define individuals, groups, regions, nations, etc.;
  - o recognizing how literature provides access to—and offers diverse perspectives on—specific cultural and historical moments;
  - o addressing how literature reveals the concerns, beliefs, and events of the past, and how these continue to influence and/or inform us in the present;
  - o demonstrating how literature shapes historical and cultural events, social experiences, and systems of belief;
  - o considering how works by traditionally underrepresented writers allow readers to reflect upon and engage with ideas and experiences that may differ from their own;
  - o reflecting on how a reader's interactions with a literary text help create meaning;
  - o examining the craft, technique, and changing technologies of writing.
- Departments should have a written plan for how to teach literature in the course (consistent with the above guidelines)—and a plan for assessing student writing in the course. (See sections 2 and 3 below.)
- Departments should be committed to hiring and training instructors who can carry out this course plan.

## 2. Review Process

The task force recommends that the process for reviewing proposed new WI and LIT courses mirror the process developed for proposing new Rowan Core Courses.

### *2a. Adding a WI or LIT designation*

Departments seeking to add a WI or LIT designation to either a new or existing course must prepare an assessment plan (see section 3 below) that follows the approved template and includes the following components:

- A detailed plan for assessing at least one of the Rowan Core outcomes approved for the WI or LIT designation. For LIT courses, this plan must include the actual assignments or questions that will be used for assessment in all sections of the course. For WI courses, the proposal can include the actual writing project used in all sections, or it can describe how the course assignments, though potentially different for each faculty, will be used to assess at least one WI outcome using the standard rubrics.
- WI assessment plans must begin with an explanation of how writing will be taught as a significant portion of the content of the course—in accordance with the guidelines above in 1a. This explanation will serve as a guide to faculty who teach the course, and it will play a more prominent role in the Committee's review if a plan does not include a specific writing project used in all sections of the course (as discussed above).
- LIT plans

# 3. Assessment of WI and LIT Courses

The Task Force is proposing a plan for WI and LIT assessment that aims to achieve a reasonable balance between two opposing constraints:

- It is important to assess WI and LIT courses, as this will give us a better sense of what students are learning related to the two requirements—and will help ensure that courses are being taught consistently with the approved standards.
- But we do not want this assessment to be overly burdensome for faculty, especially given that many WI and LIT courses will also be doing other assessment (e.g., for a Rowan Core literacy).

To simplify this process, WI and LIT assessment will take advantage of the infrastructure and processes already developed for Rowan Core. Assessment plans for WI and LIT courses will follow the same structure as the Rowan Core assessment plans. WI and LIT assessment data will be submitted and maintained using the same software already used for Rowan Core and program assessment. As with Rowan Core, faculty will be able to view WI and LIT assessment data in the University dashboards.

## 3a. WI and LIT Assessment Requirements

Every semester, each section of a WI or LIT course will assess at least one Rowan Core outcome related to that designation. Like Rowan Core, the assessment will be based on work in the course that counts toward the students' grades.

WI courses will assess one of the following outcomes from the Rowan Core *Communicative* Literacy:

- <u>Context, Audience and Purpose</u>: Students can communicate in ways that are sensitive to context, audience and purpose.
- <u>Conventions</u>: Students can navigate the conventions of various communities, genres, media and modes.
- <u>Analysis and Critique</u>: Students can employ analytical and critical skills in their own communications and in their evaluation of others' communications.

LIT courses will assess the following outcome from the Rowan Core *Humanistic* Literacy:

- <u>Analysis</u>: Students can analyze (e.g., perform close readings of) texts and other artifacts.

Note: Because WI assessment will involve major writing projects, the assessment developed by the department could have a significant impact on how individual faculty teach the course. In <u>Appendix 1</u>, we discuss some options for addressing this issue.

## 3b. Recommendations for WI and LIT Courses that are also in Rowan Core

For those WI or LIT courses that also satisfy a Rowan Core literacy requirement, we urge departments to do what they can to reduce the assessment burden for instructors. Whenever possible, we recommend that they develop assignments that can do double-duty: being used for both Rowan Core and WI / LIT assessment. For instance, a WI and Global literacy course might create an essay assignment with some rubric dimensions linked to a Global outcome, and other rubric dimensions linked to one of the Communicative outcomes designated for WI use. Just by entering the scores for this one assignment, faculty would be completing both the Global literacy and WI assessments. (See the sample assessment plan in *Appendix 2* for an example of this approach.)

All approved assessments (Rowan Core, WI and LIT) should be included together, for ease of use, in a single course assessment plan. Departments using the course for program assessment are encouraged to include this in the course plan as well.

## 4. Faculty Professional Development for Writing Intensive Courses

Many of the instructors currently teaching WI courses have little or no specific

# Appendices

## *Appendix 1: Options for WI Assessment*

Assessment for WI courses should involve a major, multi-stage writing project. Because every

Rubric #2: _Conventions_: Students can navigate the conventions of various communities, genres, media and modes.

| | Proficient | Intermediate | Basic | Developmental |
|---|---|---|---|---|
| Appropriate Conventions | The writer follows conventions that are appropriate for the community, genre, media and mode. | | | |

## Course Assessment Plan for OSCI 63370
*History of Early Modern Occultism*

### Course Information

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|---|---|
| Course Number: | OSCI 63370 |
| Course Title: | History of Early Modern Occultism |
| Affiliated Courses: | HONR 43309 Honors History of Early Modern Occultism |
| Course Credits: | 3 sh |
| Rowan Core Literacy: | Humanistic |
| Rowan Experience: | WI |

### Department Information

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|---|---|
| Department: | Occult Sciences |
| Course Manager: | Helena Blavatsky |
| ∉ email: | occdoc@rowan.edu |
| Faculty Liaison: | Aleister Crowley |
| ∉ email: | crowleyal@rowan.edu |

¢ *Fifth Alignment*

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|---|---|
| Course Objective Name: | Self-Reflection |
| Course Obj. Description: | Students can recognize how early modern occultism informs their own occult practices. |
| Rowan Core Outcome: | Global: Self-Reflection – Students can reflect critically on their own perspectives and cultural experiences. |
| Assessment Summary: | Reflective Paper |
| Assessment Status: | Active for Program assessment |

This alignment is being actively used for Program assessment.

¢ *Sixth Alignment*

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|---|---|
| Course Objective Name: | Core Concepts of Occultism |
| Course Obj. Description: | Students can explain key concepts and esoteric theories developed by occultists in the modern period. |
| Rowan Core Outcome: | Humanistic: Analysis – Students can analyze (e.g., perform close readings of) texts and other artifacts. |
| Assessment Summary: | Research Paper |
| Assessment Status: | Inactive (not currently being assessed, but approved for Rowan Core) |

This alignment is approved, but is not currently being assessed. It may return to active status at a later date.

For full instructions, go the LARC Committee website – https://sites.rowan.edu/senate/policy_committees/larc.html

| Course Assessment Plan for OSCI 63370 |
| :---: |
| *History of Early Modern Occultism* |

| Detailed Assessment Methods |
| :---: |

Multiple Choice Questions

Exam Short Essay Questions

## Occult Pamphlet Project

*Application:* Used for the Third alignment (Rowan Core) and the Fourth alignment (WI).

*Instructions:* This project should be assigned sometime during the second half of the course. Because different rubric dimensions are being used for different parts of the Rowan Core assessment, it is vital that instructors keep track of these individual rubric dimension scores.

This is a multi-stage writing project. The goal is to create a period-appropriate pamphlet aiming to convince early modern citizens to join your chosen occult practice. In the first phase, students do primary and secondary research on the early modern occult pamphlet tradition. Based on this research, they will prepare an **annotated bibliography**, which will be assessed using the following rubric:

| Category | Inadequate | Needs Improvement | Adequate | Good | Excellent | Application |
|---|---|---|---|---|---|---|
| Choice of sources | There are either no sources or the sources included would not be persuasive to a early modern audience | Few sources would be persuasive to a early modern audience | Sources are adequately numerous and sufficiently persuasive to a early modern audience | Sources are both numerous and appropriately persuasive for an early modern audience | Sources are ex- pe pe6rly7(o).1(ry)-14.9( Inade)6.5(quate)5y186.3(s)--.0016 aearlyrly  Tc.0 TD.8.4(u)-1.9(ri)32TJly7 | |