

Washtenaw Community College Comprehensive Report

ENG 260 Journal Workshop I Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English

Course Number: 260

Org Number: 11300

Full Course Title: Journal Workshop I

Transcript Title: Journal Workshop I

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course description

Outcomes/Assessment

Objectives/Evaluation

Other:

Rationale: The syllabus needed to be reviewed and updated in order to assess this course.

Proposed Start Semester: Winter 2020

Course Description: In this course, students will be introduced to various writing techniques as a means to self-discovery, self-awareness and expression. Students will compose writing that will add to their understanding and appreciation of their personal story(ies) and challenges, in addition to fostering creativity and problem-solving. Students will be expected to spend a substantial amount of time journaling outside of class. Journals remain confidential. Some self-selected journal entries are shaped into polished, creative pieces meant for sharing with others. Students will be expected to provide feedback to one another in a respectful and helpful manner.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 Student: 45

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 45 Student: 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

General Education

Request Course Transfer

Proposed For:

Central Michigan University
College for Creative Studies
Eastern Michigan University
Ferris State University
Grand Valley State University
Jackson Community College
Kendall School of Design (Ferris)
Lawrence Tech
Michigan State University
Oakland University
University of Detroit - Mercy
University of Michigan
Wayne State University
Western Michigan University

Student Learning Outcomes

1. Identify and describe the techniques and strategies employed by diarists based on reading their work.

Assessment 1

Assessment Tool: Paper written in response to diary or journal the student has chosen

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All

How the assessment will be scored: Departmentally approved rubric

Standard of success to be used for this assessment: At least 70% of the students will meet at least 75% (6 of the 8) evaluative criteria

Who will score and analyze the data: At least two English department faculty in addition to the course instructor

2. Practice, evaluate and describe the journaling exercises and techniques used during required out-of-class journaling.

Assessment 1

Assessment Tool: Paper written in response to diary or journal the student has chosen

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Papers will be blind scored using a departmentally-approved rubric.

Standard of success to be used for this assessment: At least 70% of the students meet at least 75% (6 of 8) of the evaluative criteria.

Who will score and analyze the data: At least two English/Writing faculty members in addition to the course instructor.

3. Recognize breakthroughs, new awarenesses and other forms of enhanced self-discovery.

Assessment 1

Assessment Tool: Paper written in response to diary or journal student has chosen

Assessment Date: Winter 2023

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Paper will be blind scored using a departmentally-approved rubric.

Standard of success to be used for this assessment: At least 70% of the students meet at least 75% (6 of 8) of the evaluative criteria.

Who will score and analyze the data: At least two English/Writing faculty members in addition to the course instructor.

Course Objectives

1. Identify reasons why people keep journals and value journal writing.
2. Know and apply rules of free writing, e.g. avoiding inner censorship, valuing contradictions, respecting privacy.
3. Use a variety of prewriting techniques, e.g. guided imagery, mind-mapping, clustering, drawing.
4. Use a variety of techniques that cultivate different perspectives, e.g. unsent letter, dialogue, character sketch, time capsules.
5. Use a variety of techniques that help overcome writing blocks and nurture creativity and spontaneity, e.g. fast writing, listing, and free associating.
6. Use a variety of techniques that assist in problem-solving and defining goals, e.g. taking inventory, identifying patterns, rewriting the script.
7. Use narrative to explore key life periods and turning points from past to present.
8. Reflect upon major persons, events, and/or experiences that have had (and may continue to have) significant influence.
9. Identify, analyze, and clarify personal belief systems and mythologies.
10. Assess published personal journals, diaries, and memoirs for style and technique.
11. Write edited, polished pieces intended to be read by others as a means to feeling less alienated and having one's voice/story be heard.
12. Build a writing community by sharing one's own writing and reading/listening to classmates' written work with the intention of cultivating personal growth.

New Resources for Course

Course Textbooks/Resources

Textbooks

Barry, Lynda. *What It Is*, ed. Drawn & Quarterly, 2008, ISBN: 1897299354.

Rainer, Tristine. *The New Diary*, Updated ed. New York: Tarcher, 1979, ISBN: 0874771501.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Maryam Barrie</i>	<i>Faculty Preparer</i>	<i>Oct 29, 2019</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Oct 30, 2019</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Oct 31, 2019</i>

Curriculum Committee Chair:*Lisa Veasey**Recommend Approval**Dec 04, 2019***Assessment Committee Chair:***Shawn Deron**Recommend Approval**Dec 17, 2019***Vice President for Instruction:***Kimberly Hurns**Approve**Dec 18, 2019*

Washtenaw Community College Comprehensive Report

ENG 260 Journal Workshop I

Effective Term: Winter 2014

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English/Writing

Discipline: English

Course Number: 260

Org Number: 11310

Full Course Title: Journal Workshop I

Transcript Title: Journal Workshop I

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Outcomes/Assessment

Rationale: periodic review

Proposed Start Semester: Winter 2014

Course Description: In this course, students will be introduced to various writing techniques as a means to self-discovery, self-awareness and expression. There is a choice of many ways to use writing to tell one's stories, address issues, cultivate creativity and celebrate life.

Students will be expected to spend a substantial amount of time journaling outside of class.

Journals remain confidential. Some self-selected journal entries are shaped into polished, creative pieces meant for sharing with others. Students will be expected to provide feedback to one another in a respectful and helpful manner.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 Student: 45

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 45 Student: 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

General Education

General Education Area 6 - Arts and Humanities

Assoc in Applied Sci - Area 6

Request Course Transfer

Proposed For:

Central Michigan University
College for Creative Studies
Eastern Michigan University
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Jackson Community College
Kendall School of Design (Ferris)
Lawrence Tech
Michigan State University
Oakland University
University of Detroit - Mercy
University of Michigan
Wayne State University
Western Michigan University

Student Learning Outcomes

1. Identify and describe the techniques and strategies employed by diarists based on reading their work.

Assessment 1

Assessment Tool: In-class paper.

Assessment Date: Winter 2014

Assessment Cycle: Every Three Years

Course section(s)/other population: one

Number students to be assessed: All students

How the assessment will be scored: In-class papers will be blind scored using a departmentally-developed rubric.

Standard of success to be used for this assessment: At least 70% of the students meet at least 75% (6 of the 8) of the evaluative criteria.

Who will score and analyze the data: At least two English/Writing faculty members in addition to the course instructor.

2. Practice, evaluate and describe the journaling exercises and techniques used during required out-of-class journaling.

Assessment 1

Assessment Tool: Written journaling updates

Assessment Date: Winter 2014

Assessment Cycle: Every Three Years

Course section(s)/other population: one

Number students to be assessed: all students

How the assessment will be scored: Journal updates will be blind scored using a departmentally-developed rubric.

Standard of success to be used for this assessment: At least 70% of the students meet at least 75% (6 of 8) of the evaluative criteria.

Who will score and analyze the data: At least two English/Writing faculty members in addition to the course instructor.

3. Recognize breakthroughs, new awarenesses and other forms of enhanced self-discovery.

Assessment 1

Assessment Tool: Written journaling updates

Assessment Date: Winter 2014

Assessment Cycle: Every Three Years

Course section(s)/other population: one

Number students to be assessed: all students

How the assessment will be scored: Journal updates will be blind scored using a departmentally-developed rubric.

Standard of success to be used for this assessment: At least 70% of the students meet at least 75% (6 of 8) of the evaluative criteria.

Who will score and analyze the data: At least two English/Writing faculty members in addition to the course instructor.

Course Objectives

1. Identify reasons why people keep journals and value journal writing.

Matched Outcomes

2. Know and apply rules of free writing, e.g. avoiding inner censorship, valuing contradictions, respecting privacy.

Matched Outcomes

3. Choose appropriate and varied writing materials, e.g. blank notebooks, colored pens, software.

Matched Outcomes

4. Use a variety of prewriting techniques, e.g. guided imagery, mind-mapping, clustering, drawing.

Matched Outcomes

5. Use a variety of techniques that cultivate different perspectives, e.g. unsent letter, dialogue, character sketch, time capsules.

Matched Outcomes

6. Use a variety of techniques that help overcome writing blocks and nurture creativity and spontaneity, e.g. fast writing, listing, and free associating.

Matched Outcomes

7. Use a variety of techniques that assist in problem-solving and defining goals, e.g. taking inventory, identifying patterns, rewriting the script.

Matched Outcomes

8. Use narrative to explore key life periods and turning points from past to present.

Matched Outcomes

9. Reflect upon major persons, events, and/or experiences that have had (and may continue to have) significant influence.

Matched Outcomes

10. Identify, analyze, and clarify personal belief systems and mythologies.

Matched Outcomes

11. Assess published personal journals, diaries, and memoirs for style and technique.

Matched Outcomes

12. Write edited, polished pieces intended to be read by others as a means to feeling less alienated and having one's voice/story be heard.

Matched Outcomes

13. Build a writing community by sharing one's own writing and reading/listening to classmates' written work with the intention of cultivating personal growth.

Matched Outcomes

New Resources for Course

Course Textbooks/Resources

Textbooks

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<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Maryam Barrie</i>	<i>Faculty Preparer</i>	<i>Aug 29, 2013</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Sep 03, 2013</i>
Dean: <i>Dena Blair</i>	<i>Recommend Approval</i>	<i>Sep 03, 2013</i>
Vice President for Instruction: <i>Bill Abernethy</i>	<i>Approve</i>	<i>Oct 01, 2013</i>