

**NEW COURSE PROPOSAL**

PROGRAM AREA ENGLISH

**1. Catalog Description of the Course.**

**ENGL 478 WRITING AND METACOGNITION (3)**

**Three hours lecture per week**

**Prerequisite: ENGL 103 or 105 and 330 or consent of instructor**

This course will develop thinking and recognition of the thought process within writing tasks. The focus will be on identifying, planning, and monitoring the thinking processes that develop while writing, selecting strategies that will improve the writing product. Writing will include expository and creative genres as well as multi genre papers. Critical theory on language play and development will be introduced.

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	3	1	25
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

**3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This course is required for single subject candidates in English and is an elective for the English major.

**Learning Objectives:**

Students completing this course will:

- Write in multiple genres for various purposes
- Reflect on and describe their own writing processes
- Generalize their own learning to a larger population
- Investigate and apply alternative writing processes
- Reflect on and use appropriate strategies to clarify and organize information
- Demonstrate awareness of audience, purpose, and context
- Recognize and use various text structures
- Investigate and discuss relevant language theory

**4. Is this a General Education Course**                      YES                       NO

**If Yes, indicate GE category:**

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Life Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

**5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- 1) Overview of research based foundations of metacognition
  - a) A framework for understanding metacognition
  - b) Strategies that promote metacognitive awareness
- 2) Research based foundations of the writing process
  - a) Foundational studies of how the writing process works
  - b) Different models of the writing process

- 3) Application of the research to our experience
  - a) Written assignments in diverse genres
    - i) Personal narrative
    - ii) Description of a place
    - iii) Short fiction
    - iv) Poem
    - v) Essay
  - b) Metacognitive reflection of the process
    - i) Similarities across individuals and genres
    - ii) Differences across individuals and genres
  - c) Read about and discuss similar themes as revealed in *The Writing Life* (Dillard, 1989).
- 4) Application of our experience to research in language play and development
  - a) Identify and organize appropriate strategies to assist with language play in the writing process
  - b) Practice using these strategies and discuss effects on our writing
  - c) Continue to metacognitively reflect on the process
- 5) Apply course learnings in a final project

**6. References.** [Provide 3 - 5 references on which this course is based and/or support it.]

Dillard, Annie. *The Writing Life*. New York: Harper Perennial. 1989.  
 Elbow, Peter & Pat Belanoff. *A Community of Writers: A Workshop Course in Writing*. New York: McGraw Hill, Inc. 1989.  
 Hartman, Hope J., Ed. *Metacognition in Learning and Instruction*. Dordrecht, The Netherlands: Kluwer Academic Publishers. 2001.  
 Romano, Tom. *Writing with Passion: Life Stories, Multiple Genres*. Boynton/Cook, 1995.

**7. List Faculty Qualified to Teach This Course.**

Mary Adler

**8. Frequency.**

a. Projected semesters to be offered: Fall   x   Spring        Summer       

**9. New Resources Required.**

- a. Computer (data processing, etc.), audio visual
- b. Library needs
- c. Facility/space needs

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.**

  Mary Adler     12/5/03    
 Proposer of Course Date