**Writing Course Review Form** (12/1/08)

### I. General Education Review - Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Subject</th>
<th>Course # (i.e. ENEX 200)</th>
<th>HHP 450</th>
</tr>
</thead>
</table>

| Course Title | Analytical and Communication Techniques |

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Clarence E. Burns</td>
<td>1/13/09</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>#5241</td>
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<td></td>
<td><a href="mailto:gene.burns@mso.umt.edu">gene.burns@mso.umt.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Scott Richter</td>
<td>1/13/09</td>
</tr>
</tbody>
</table>

### III. Overview of the Course Purpose/Description:

Provides an introduction to the subject matter and explains course content and learning goals.

The primary purpose of HHP 450 is to enhance analytical and communication skills (written and oral). The course utilizes carefully selected allegories (literature and cinema) which serve as the basis for analysis and expression. Learning goals include developing keener analytical, writing, and speaking skills. This is accomplished by the completion of three writing assignments, an in-class writing assignment, and an oral presentation. Each of the requirements is preceded by appropriate instruction on “how to” more effectively communicate. The course includes two, three-hour writing seminars and one, three hour oral skills seminar.

This course has been an upper-division writing course for twenty-three years.

### IV. Learning Outcomes:

Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>How the learning outcomes will be achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use writing to learn and synthesize new concepts</td>
<td>All writing assignments are preceded by detailed and lengthy discussions of allegories which require the need to identify and synthesize ideas. Analysis is an important component in HHP 450 and the writing assignments are designed to enhance each student’s skills, and passion, to learn about ourselves, others, and the world in which we live. Synthesis is a crucial process in HHP 450 and is discussed in detail during each of the seminars.</td>
</tr>
<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Students formulate and express opinions and ideas in writing as a result of completing three reaction papers and one in-class writing assignment. Furthermore, students must prepare an oral presentation which requires the preparation of a written version.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>As a result of the instruction provided in the writing seminars, students will be able to compose written documents and oral presentations with a clear understanding of the importance of directing one’s work to specific audiences.</td>
</tr>
<tr>
<td>Revise written work based on constructive feedback</td>
<td>Each student in HHP 450 is required to meet one-on-one with the instructor following the submission and evaluation of the first writing assignment. Re-writes are expected to be completed prior to the scheduled meeting based on written feedback already provided. In addition to the constructive feedback provided on the document itself, each student receives substantial (constructive) feedback during the one-on-one meeting as student and instructor re-evaluate papers from beginning to end.</td>
</tr>
<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>During all three seminars presented in class, significant time is spent on assisting students in accessing out-of-class resources. The opinions and ideas presented in each required paper and oral presentation is expected to be supported (enhanced) by outside material. The difference between legitimate and questionable resources is thoroughly discussed. Life-long learning and the importance of finding and identifying relevant material as a student and citizen is a major theme in HHP 450.</td>
</tr>
<tr>
<td>Begin to use discipline-specific writing conventions</td>
<td>Similar to preparing written and oral presentations for targeted audiences, students in HHP 450 are also provided instruction in targeting their work toward specific disciplines when required. This is particularly important in HHP because student specializations are diverse and many require the development of sound technical writing and speaking skills because of the strong science themes resonating in the department. A typical class in HHP 450 is comprised of Exercise Science, health promotion, health enhancement, nutrition, pre-medical, and other health professional students.</td>
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</table>
Demonstrate appropriate English language usage

Students are expected to demonstrate proper English language usage in all assigned requirements. The course objectives (listed on syllabus) include effective English language usage and are discussed in detail. Again, the course is designed to assist students in becoming better communicators, thus the importance of proper English language usage is highlighted from beginning to end.

<table>
<thead>
<tr>
<th>V. Writing Course Requirements Check list</th>
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<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>X Yes □ No</td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X Yes □ No</td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>□ Yes X No Students are informed of course expectations for information literacy during the first two class meetings and again during the first writing seminar.</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>□ Yes X No Detailed requirements for all assignments in HHP 450 are presented during the first few class meetings.</td>
</tr>
<tr>
<td>What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?</td>
<td>All three communication seminars include the importance of writing and speaking to targeted audiences. Students are presented with a list of potential audiences related to their specializations and examples are provided in regards to utilizing different expressive techniques.</td>
</tr>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>X Yes □ No Students are allowed to re-write the first assignment after receiving feedback. The re-writes are then re-submitted to the instructor during a one-on-one instructional meeting where additional feedback is provided. The final grade for the first writing assignment is assigned following the re-write and one-on-one instructional feedback.</td>
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### VI. Writing Assignments

Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

**Formal Graded Assignments**

Students are required to submit three essays reacting to a film/s and/or book/s as assigned by instructor. In addition, students are required to complete an in-class writing assignment reacting to a topic assigned by instructor. Furthermore, in support of enhancing communication skills, students are also required to participate in an oral presentation. The grading breakdown is included in the syllabus, but 100% of the final grade is a reflection of communication assignments. The three papers, including the re-write and the in-class writing assignment comprise 75% of the final grade.

When all assignments are completed, students typically compose in excess of 16 pages, closer to 20. This is particularly true when the informal ungraded assignments are taken into consideration.

**Informal Ungraded Assignments**

Students are expected to meet with the instructor for one-on-one instruction with an emphasis on how to incorporate feedback in their remaining essays. This process involves considerable writing. Students are expected to prepare a written version of their oral presentations which are not graded, but reviewed. The course also provides substantial time editing and revising writing examples presented in class. In other words, particularly during the writing seminars, poor examples are written on the board or the overhead or provided on handouts and students are expected to revise and submit for review. Such assignments are not graded.

### VII. Syllabus

Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation
INTRODUCTION

The primary purpose of this course is to enhance analytical and communication skills (written and oral). The essential treatment of this course will involve extensive reviewing and critiquing of literature and cinema with “sport is life in miniature” as a predominate theme. Following a thorough discussion of the assigned readings and selected film clips, students will react (written and verbally) to topics assigned by the instructor which reflect life themes that collectively surface in analytical dialogue. The purpose of analyzing, discussing, and writing about the depiction of sport via carefully selected allegories is to raise, but hardly resolve, focal and ongoing questions about the relationship between sport and life. One commonly held assumption is that sport is life reduced to essentials, a microcosm of the "greater game." This analogy between sport and life, however, so easily and often drawn, as it appears to be part of America's conventional wisdom, demands attention and examination. Hence, we shall attempt to discover where the analogy holds, where it misleads, where it deceives. In addition to this end, with a certain degree of openness and curiosity, we should learn a little about ourselves, each other, and our environment. We should also become better thinkers and communicators.

COURSE REQUIREMENTS

There is a substantial reading, speaking and writing component to this class. Since HHP 450 is a designated university writing course (upper-division), each student will complete three written critiques reacting to a film/s or book/s as assigned by the instructor. Reaction papers, format, evaluation procedures, performance expectations, and re-writes will be discussed in detail during the first few class meetings. In addition, each student will participate in a 5-10 minute presentation which will also be discussed in class. Because of the nature of the course, discussion, participation, and attendance are expected. The last requirement will be an unannounced in-class writing assignment.

Members of the class are responsible for all assigned readings and all material presented in class.

COURSE OBJECTIVES

At the completion of HHP 450, students will:

- will be better able to identify, examine, and appreciate significant themes as presented in literature and film
- communicate a unified message (verbal and written)
- develop germane ideas with clear connections between them (verbal and written)
- demonstrate enhanced organizational skills (verbal and written)
- develop an appreciation for clear, precise, and succinct language (verbal and written)
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.

REQUIRED TEXTS -- AVAILABLE IN BOOKSTORE

Mark Harris, Bang the Drum Slowly. University of Nebraska Press, 1956.

The bookstore will buy back the above books at the completion of the semester.

A DICTIONARY AND THESAURUS ARE RECOMMENDED.

ASSESSMENT

Approximately 90 points and above is A, 80-89 is B, 70-79 is C, 60-69 is D, and below 60 is failing. The instructor reserves the right to assign + and – increments when deemed appropriate.

The breakdown of points is as follows:

1st reaction paper............. 20 points
2nd reaction paper............. 20
3rd reaction paper............. 20
Presentation................... 25 (intro, mechanics, content, creativity, conclusion)
In-class writing assignment.... 15
100 points

Papers will be evaluated on ability to meet the criteria imbedded in the course objectives already presented and discussed in detail during class.

ALL PAPERS MUST BE TYPED -- LATE PAPERS WILL BE PENALIZED 5 POINTS PER DAY
TENTATIVE COURSE SCHEDULE

January 27 Introduction (overview): purpose, course content, performance expectations, writing seminars, writing laboratory, assignments, resource materials.

February 3 Communication Preamble: detailed discussion of all required assignments, performance expectations, importance of developing effective communication skills.

10 Writing Skills Seminar

17 Film - To Be Announced (TBA)

24 Analysis and discussion – film and Bang the Drum Slowly

March 3 Film - TBA - PAPERS DUE

10 Writing Skills Seminar

17 Analysis and discussion – film and The Natural

24 Oral Skills Seminar -- PAPERS DUE

31 Spring Break

April 7 No Class

14 Writing Laboratory

21 Analysis and discussion - Basketball Diaries

28 Student Presentations-- PAPERS DUE

May 5 Student Presentations

14 Final Exam – Thursday, 1-3 pm