

STEP #2: Writing Your Work Plan Proposal

Register with The Heritage Institute Before Writing Your Work Plan Proposal

Work Plan Proposals are 2-3 page documents formatted exactly like the samples you review:

[Blank Template for Work Plan Proposal](#)

[High School, 2 Credit, 500 Level](#) [K-3, 5 Credit, 500 Level](#)

[High School, 3 Credit, 500 Level](#) [K-3, 3 Credit, 400 Level, Travel](#)

[High School, 5 Credit, 500 Level](#) -

[High School, 5 Credit, 500 Level, Travel](#) -

Your Work Plan Proposal is to contain all the heading areas of the samples, in the same order, completed by you, fully demonstrating the rationale for awarding Antioch University Seattle continuing education, quarter credit.

Please see CIS Proposal Tips below.

After designing your Work Plan Proposal with your advisor, submit the first draft of the document via email or U.S. Mail to either Mary Ann Johnson (below) or the advisor of your choice.

Mary Ann Johnson
PO Box 27096
Seattle WA 98165
Or via email to: [maryajohnson-advisor \[at\] comcast.net](mailto:maryajohnson-advisor@comcast.net)

CIS Work Plan Proposal Tips

The Heritage Institute and your faculty advisor will provide you the necessary support to make your learning plan a successful undertaking. Follow the directions exactly and you will write a quality Work Plan Proposal in one draft and begin your self-designed, self-paced learning experience.

The options below will assist you in planning your Work Plan Proposal by giving you several ways to think about the three main sections of the Work Plan Proposal:

1. Information Acquisition
2. Learning Application
3. Self-Reflection & Integration Papers

1. Information Acquisition

This comprises 35% of the Work Plan work.

Every course must have at least one specific book reference, which will be reviewed by telling how it was/wasn't useful for your purposes. If you use 2 references, they should be compared. If you plan to use on-line references as well, keep a list of those that were useful, and either annotate or list your learnings from each site until you have completed the hours you estimate for your readings. (If you wish to use travel experiences, please provide evidence of the experiences.)

Helpful Ideas

1. Reading of selected text(s) and/or significant articles or on-line resources that are relevant to some aspect of your area of study. Be specific in naming books and articles, and in identifying authors. For on-line resources provide URL's. Offer proof of reading that shows your own "voice." You can compare or contrast sources, create a review of most important information to aid your insights, or give responses to Essential Questions you are trying to answer in your course goals.
2. Personally annotated bibliography with six to fifteen entries following the standard bibliography format (author, title, publisher and/or URL.) Each annotation should summarize your source information and show your appraisal of its value for your project.
3. An in-depth summary of your research on a particular subject of study. It should show your intended resources, a log of those resources, and a thorough explanation of the outcome of your search.
4. Proof of attendance at a language institute, and/or text used (sometimes part of a travel study.)
5. Research and data collection that you conduct related to an issue you wish to research. The research summary paper should include a brief description of the issue researched, data-gathering methods, tables/graphs to display your results, major findings, or conclusions.
6. A travel experience summary of key sites you visit for a travel study/conference/interviewing/or experiential learning event. Document and evaluate each experience, citing date, location, collecting brochures, tickets, programs or other artifacts with commentary on the learnings from each. You can

include notes about specific features (e.g. art, architecture, history, museums, customs, ecology and/or service learning experiences) that pertain to the perspective being studied. (This would be more academic than the personal reflections you can provide for the Self-Reflection journal writing.)

2. Learning Acquisition

This comprises 35% of your course.

The purpose is to create a product transferable to your classroom, like an in-service presentation, or some other real-world application of your learning.

A menu of projects sometimes created for a customized course follows, but you can also propose your own projects.

Helpful Project Ideas

1. Curriculum development with lesson plans to be taught to students. If this option is pursued, you will develop plans for at least 5 class sessions. Can also include plans for fieldwork with students. You may work with colleagues, but each person must contribute a unique part of the work. You are encouraged to show how you were influenced by your Information Acquisition.
2. A curriculum map over a period of several months, showing essential questions to be addressed, activities, and assessments to be used.
3. Production of a Power Point showing and telling what has been learned in travel, art history, or other major projects.
4. Other visual creative projects, such as a travel photo guide, a video production, a series of drawings or other forms of visual arts with accompanying explanatory text.
5. A staff development program for use with peers.
6. Construction of a web site for school projects, student work, or directions/communication with parents and public.
7. An informational program for parents, students, or other educational audiences delivering information required by new policies, laws, or curriculum. May include brochures, publicity, notebooks, or other formats mandated by your purpose.
8. A notebook of drawings and/or poetry from travels.
9. The creation of a book for use in the classroom or for pre-publication.
10. Creation of a staff development or school-based grant application.
11. A program for design of new report cards, or assessment overhaul for a course, grade, or school.

12. Development of a school exhibition, school-wide thematic project, or service-learning project.
13. Development of a recommended purchase or cataloguing plan for new equipment, library, or classroom supplies.

3. The Self-Reflection & Integration Papers

These two constitute 30% of your Work Plan Proposal.

A Frequent Question

Q: What is the Integration Paper, and how does it differ from the Self-Reflection Paper?

A: The Integration Paper answers 5 key questions evaluating your learning experience. The Self-Reflection Paper is comprised of a summary of your log of experiences during the course.

About The Self-Reflection Paper

This comprises a log of your experiences during the course. If you are traveling, it might be a journal of your experiences, or a summary of the personal highlights of your visits. It often includes the changes you experienced between your original plan and the developments after you started the work.

Some variations include:

1. A personal journal. Like the traditional "diary" you can record insights, feelings, observations and changes you experienced during your learning. It can include dates, if you wish, but are not required. Journaling of this kind helps to strengthen the personal relevancy of your work.
2. A learning portfolio with artifacts and impressions included.
3. A log of skills being used, the results and necessary changes in course progress as more insights are gained.
4. A personal media "journal," not necessarily for classroom transfer. This can be a creative expression of your self-reflection process in such forms as video, art productions, creative writing or audiotape and could include written commentary.

About The Integration Paper

This is a 2-3 page paper answering 5 key questions evaluating your learning experience. This paper is required for completion and will be forwarded to Antioch University Seattle. Without this paper university quarter credit for your course will not be awarded.

Follow the sample Integration Paper exactly, including this heading format:

Instructor Name:
Course Name:
Your Name:

Course Number:
Credits, Level
Registration/End Dates:

Respond to the following 5 statements:

1. What did you learn versus what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?