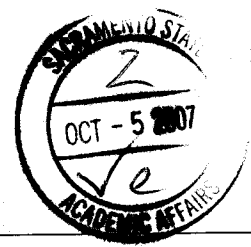




SACRAMENTO  
STATE

# Course Change Proposal Form A



Academic Group ( <i>College</i> ): <b>Arts and Letters</b>	Academic Organization ( <i>Department</i> ): <b>English</b>	Date: <b>September 14, 2007</b>
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: <b>Dr. Sheree Meyer</b>	Submitted by: <b>Amy Heckathorn</b>
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE ( <i>Extension</i> ): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2008

This course replaces experimental course Subject Area ( <i>prefix</i> ) and Catalog Nbr ( <i>course number</i> ):	
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**Change from:**

Subject Area ( <i>prefix</i> ) & Catalog Nbr ( <i>course no.</i> ):	Title:	Units:
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**Change to:**

Subject Area ( <i>prefix</i> ) & Catalog Nbr ( <i>course no.</i> ): <b>ENGL 120C</b>	Title: <b>Topics in Composition</b>	Units: <b>3 units</b>
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**JUSTIFICATION:**

The English Department has re-organized its major to allow students to select a sub-specialty in an area of interest. As these areas of interest represent the major fields within the department, the rhetoric and composition faculty are designing a series of courses for a writing emphasis. These courses would prepare majors to enter writing-intensive fields. Right now the department only offers creative writing courses, a literature-focused writing course, and one professional writing class. This class would provide a series of rotating topics that address topical composing issues outside of current offerings, such as technology-based writing, writing across the curriculum, critical literacy, etc. This course would also be included as part of a minor designed for students outside of English to develop and expand their reading and writing abilities.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Offers a rotating series of topics relevant to composition studies, such as, technology-based writing, writing across the curriculum, critical literacy, etc. Introduces students to the theory and practice of the field under consideration. Regardless of the topic, students will explore the major scholarly works of the field and produce writing that analyzes and utilizes the concepts in the area under consideration.

**Note:**

Prerequisite:  
Enforced at Registration: Yes  No  ENGL 20 or ENGL 120A

Corequisite:  
Enforced at Registration: Yes  No

CAN (California Articulation Number):

Graded: Letter  Credit/No Credit  Instructor Approval Required? Yes  No

Course Classification (*e.g., lecture, lab, seminar, discussion*):  
04--discussion Title for CMS (not more than 30 characters)  
Topics in Composition

Cross Listed? Yes  No  If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? multiple times as long as the class topic differs

Can the course be taken for Credit more than once during the same term? Yes  No

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

- 1) read and analyze articles written in the specialized field under consideration
- 2) apply the theoretical principles of the readings to their own writing
- 3) produce writing that demonstrates an understanding of the field under consideration

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Assessment strategies will include:

- 1) response papers on assigned readings
- 2) on-line discussion forums
- 3) portfolio of writing projects that address the field under consideration

For whom is this course being developed?

Majors in the Dept  Majors of other Depts  Minors in the Dept \_\_\_ General Education \_\_\_ Other \_\_\_

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes \_\_\_ No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No

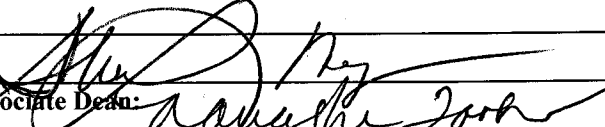
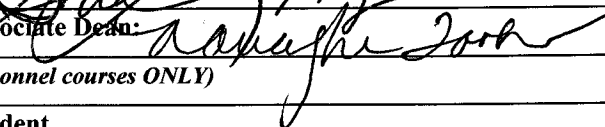
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	9/17/07
College Dean or Associate Dean: 	10-3-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

## English 120C: Survey of Topics in Composition

Welcome to English 120C, *Survey of Topics in Composition*, a course examining the theories and practices associated with certain areas of Composition studies. This semester, we'll be focusing on exploring the ways in which ideas about writing processes have influenced the field. As such the goal of this course is to introduce you to the history of writing process theory, including current approaches using post-process theory, in order for you to select an approach—or perhaps a combination of approaches—to your own reading, writing, thinking, and, if appropriate, teaching. By the end of the semester, you will have prepared a portfolio that includes an annotated bibliography surveying one area of process/post-process theory, a protocol of a colleague's process, a writing assignment sequence, and a narrative essay detailing your theoretical and philosophical approach to writing processes. That said, the primary goal of this course is for all participants to develop as critically self-reflective learners through reading, writing, discussion, and workshopping: that is, through engaging in the process of writing.

### Course Goals

By the end of the semester, each student will be able to

- identify major process and post-process theories
- understand the relationship of process and post-process theory to the broader field of Composition and Rhetoric
- recognize the importance of engaging in writing as a process that includes prewriting, drafting, and revising
- examine his or her own assumptions through writing to learn
- begin to formulate her or his own writing process theory-in-progress

### Required Texts

*Landmark Essays on Writing Process*: Sondra Perl, Editor.

*Composing Critical Pedagogies: Teaching Writing as Revision*: Amy Lee.

*Post-Process Theory: Beyond the Writing-Process Paradigm*: Thomas Kent, Editor.

In addition, I will hand out various photocopied articles to read throughout the semester. Reading dates are assigned on the calendar below like this <Emig>. It is my expectation that you will come to class, every time, prepared to discuss *all* the day's required readings, to write about them in class, to be able to synthesize the theories and arguments. You should read *actively*, annotating and questioning the text: use your dictionary if you're unsure about vocabulary: reading is, of course, a process! I cannot emphasize enough that I expect the quality of your intellectual engagement with the readings and with your colleagues' ideas to be rigorous.

### Expectations

*Writings*—I expect that you will demonstrate respect for our academic context by adhering to due dates and the usual conventions of academic discourse as appropriate in your formal writings. All of your written submissions, both formal and informal, should be typed, double-spaced, in 12 pt font, with 1 inch margins all around, and titled. Please type your name, date, and course number in the top left corner of the first page (no cover pages, please). I don't accept late papers.

*Workshops*—Several class meetings will be spent on writers' workshops. Please make sure that your workshop draft meets all the criteria of the assignment, including length and format. For each workshop, please bring a copy of your paper for each one of your group members plus a copy to turn in to me. **Note:** each time you miss a workshop

that's on the syllabus—including during the last two weeks of the semester—your semester grade will be reduced by one third of a grade (for example, an A will become an A-).

*Discussions*--Again, I emphasise my expectation that you will come to class prepared to discuss the readings in detailed and theoretically informed ways, and to place the readings in conversation with one another consistently. I hope that we will create here together a lively dialectic in which respect for diverse opinions within our learning community is fostered. In no case will discriminatory language be tolerated; those using sexist, racist, homophobic, or other disrespectful or derogatory remarks will be dismissed from class for that day and will earn an absence.

*Attendance*--Regular attendance in class is crucial to your academic success. If your absence is absolutely unavoidable, be sure to hand in any work due *before* that class day, and to talk with a course colleague to find out what you missed. After your third absence, each day you miss will earn you one third of a grade point reduction from your course grade (for example, a course grade of A- would be reduced to a course grade of B+). Tardiness also holds penalties: two tardies count as one class absence. Anyone who accrues six absences will earn an F for the course.

*Plagiarism*--Do your own work. I will not reward academic dishonesty by honoring it with a passing grade. While teacherly practices often accept the sharing, borrowing, and adaptation of others' assignments and ideas, in this course you are required to include full citation information for any borrowed ideas. I expect that you are aware of this University's policies on plagiarism, and that you will follow those ethical guidelines scrupulously. If you have questions, please let me know before you submit the work in question.

*Conferences*--I require that you attend my office hours (or make an appointment to meet with me) **at least once** during the semester. Use this as a time to ask questions, to work on revision ideas for your writings, or to discuss your academic and professional development.

### Assessment

The grade you earn in this course will be based not only on your product, but also on your engagement with the processes of reading and writing throughout the semester. Although what I am really interested in is your development as a critical reader, thinker, and writer, grades are an academic requirement that none of us can escape. Your final grade for this course will be determined as follows:

Presentations on assigned readings	100
Three Annotated Bibliography entries	100
Protocol Journals/Responses: 4 @ 50 pts	200
Writers' Workshops	100
<b>Course Portfolio</b>	<b>500</b>
--Cover Letter	
--Writing Process Theory Essay	
--Writing Assignment Sequence	
--Selected informal writings	
<b>total possible points</b>	<b>1000</b>

*Extra Help*--Please consider me as a resource: that's what I'm here for, right? Also, reasonable accommodations are available for students who have a documented disability. Please notify me during the first week of class if you have specific needs.

And finally, this syllabus is a piece of writing; as such, it's constantly subject to revision. I'll announce any changes in class.

## Calendar

### Week 1

Syllabus. Introductions. Sign up for group presentations on readings. Select protocol partners.

Due: Email to Fiona re: syllabus

### Week 2

<Freire handout; Perl 1-100>

Due: Writing Protocol Journal plan

### Week 3

<Perl 100-200>

Due: Writing Protocol Journal & Response #1

### Week 4

<Emig handout; Perl 200-300>

Due: Annotated Bibliography reading list

### Week 5

<Murray handout; Kent 1-50>

Due for writers' workshop: first annotation

### Week 6

<Kent 50-120>

Due for writers' workshop: second annotation

Due: Writing Protocol Journal & Response #2

### Week 7

<Kent 120-200>

Due for writers' workshop: third annotation

### Week 8

<Bishop handout; Lee 1-80>

Due for writers' workshop: draft #1 of Writing Process Theory Essay

### Week 9

<Elbow handout; Lee 80-180>

Due for writers' workshop: draft #1 of Writing Assignment Sequence

### Week 10

Due: Writing Protocol Journal & Response #3

Due: Present on Protocol Journal processes

### Week 11

Due: Writing Protocol Journal & Response #4

### Week 12

Writers' workshops—Portfolio preparation

### Week 13

Writers' workshops—Portfolio preparation

Week 14

Writers' workshops—Portfolio preparation

Week 14

Due: Course Portfolio

## English 120C: Writing in the Local Community

Welcome to English 120C! I am looking forward to creating a wonderful writing community among our class members and beyond. This section is designed to engage students in academic and public writing projects. While all English 120C classes further students' knowledge of writing and writing studies, each section has a distinct theme. Our theme is Writing in the Local Community.

There are four distinct things you need to know about this class:

- **This is a service-learning course:** What does that mean? It means that over half of your writing projects will meet a need in the local community. It also means that I am not the only audience for your writing. Supervisors and constituents of our local community partner will also read your writing.
- **This is a collaborative writing course:** What does that mean? It means that over half of your writing projects will be group-authored. Early in the semester, you will select a group and write several documents collaboratively. We will establish clear guidelines for group writing so that everyone is graded fairly.
- **This is an intensive writing course:** What does that mean? That means that writing is like playing the violin: you will not improve unless you practice every day. In addition to group projects, you will write individually-authored papers as well as frequent informal writing—everyday!
- **This is a portfolio-graded class:** What does that mean? That means that you will write drafts of all of your assignments (both group and individual); I will comment on all of those drafts. After commenting, I will return them to you so that you can continue to revise them to your satisfaction. Twice during the semester, you will submit all of your writing to date for a grade. I will look at your informal writing, your drafts, and your final papers, and give you a grade based on ALL of your writing. After I have read your mid-term portfolio and graded it, I will meet with each of you individually to go over your strengths and places you can improve before submitting the final portfolio.

In this class, you will earn academic credit for English 120C, but your writing will go far beyond that. Because this is a service-learning class, your writing will help citizens in our community – perhaps some people that you know. Through this class, you will further sharpen your ability to compose academic discourse, develop writing skills that you can use in the professional world, and you will have the satisfaction of knowing that have you made a difference in your community.

I plan to push you intellectually in this class, but keep in mind that I also plan to make the class fun and fair. I am prepared to work as hard as you do on your work in this class, so please take advantage of my office hours – I am also available by appointment. Welcome to the class!

### **Required Texts**

Author: Deans, Thomas  
Title: *Writing Partnerships*  
Publisher: Longman

Author: Dewey, John  
Title: *Experience and Education*  
Publisher: Touchstone (1997 edition)

Various texts provided by local community partners and various essays on the class website

Regular access to the Internet

### **Learning Goals**

At the end of this class, students will be able to:

- Articulate the importance of writing as a form of social/civic action
- Demonstrate knowledge of the critical questions and debates that surround writing as service learning
- Complete a service learning writing project
- Show an accruing awareness of rhetorical choices and their effects
- Work collaboratively with classmates and member of local community organizations.
- Draft and revise written documents
- Use reflective writing to demonstrate an understanding of audience needs and expectations—both academic and community-based
- Give a cogent oral presentation and field open-ended questions

## Major Assignments

In addition to regular posts on the class discussion board, you will complete two individually-authored projects and two group-authored projects, as well as a final presentation. All writing will be submitted in a portfolio for a grade. I will collect your portfolios once at mid-term and once at the end of the semester. Drafts are due for each project. If you do not turn in a complete draft for a writing project, you will not be allowed to submit it in your portfolio; incomplete portfolios will be graded down. Here is the grading breakdown:

Presentation	15%
Mid-term Portfolio	35%
Final Portfolio	50%

### Individually-authored Assignments

*Global to Local Paper:* Before you select a specific service learning project, you will spend some time researching how writing and rhetoric interface with the topic(s) that surround our community partner's key issues. Using the internet and the library, you will collect, digest, summarize and synthesize the key debates pertinent to our community partner's field. For example, if we are writing documents for a homeless shelter, you could write a paper about how homelessness has been represented in national and local rhetoric, or you could write about how literacy and education are imbricated with homelessness. 5-7 pages, typed, double-spaced, stapled, with page numbers.

*Writing, Service-Learning, and You:* After you submit your final draft to our community partner (one month before the semester ends), you will write an individually-authored paper about how you understand your service-learning experience, your own writing, and the theoretical texts we have read. This paper requires you to do critical reflection. Using the two large texts (Deans and Dewey) and any three shorter texts, you will assert a framework for reflecting upon what you learned *as a writer* through our service-learning project. 5-7 pages, typed, double-spaced, stapled, with page numbers.

### Group-Authored Assignments

*Class Discussion Board:* We will treat our class discussion board as a kind of electronic writer's notebook. In addition to serving as a repository for thoughts – yours and others', the discussion board is a place for you to practice writing. The discussion board has the advantage of being interactive, so as you are forming your ideas, you will have 24 other students and one professor to give you feedback. It should serve as a springboard for your more formal writing. Sometimes I will give you prompts that I have designed to help you get started on papers,