



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Arts and Letters	Academic Organization (Department): English	Date: September 14, 2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Dr. Sheree Meyer	Submitted by: Amy Heckathorn
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 (Extension): 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 (prefix) and Catalog Nbr (course number):

Change from:

Subject Area (prefix) & Catalog Nbr (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): ENGL 120R	Title: Topics in Rhetoric	Units: 3 units
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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 offers no courses in the theory and practice of rhetorical studies. This class would provide a series of rotating topics that address topical rhetorical issues, such as digital rhetoric, cultural rhetorics, contemporary rhetorical theories, 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/aca/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Offers a rotating series of topics relevant to rhetorical studies, such as digital rhetoric, cultural rhetorics, contemporary rhetorical theories, 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 Rhetoric

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) define the area of rhetorical study under consideration
- 3) formulate their own rhetorical theories within the field under consideration
- 4) apply the theoretical principles of the readings to their own writing
- 5) 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 research project 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):

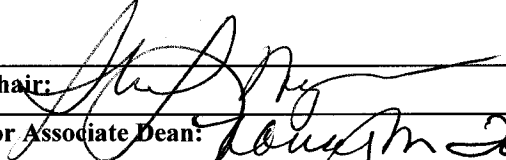
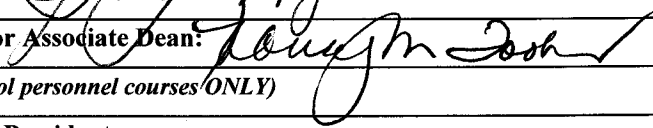
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No

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.

120R: Topics in Rhetoric

Digital Rhetoric

Course Content:

120R: Digital Rhetoric examines the nature of rhetoric in electronic environments. The course will explore questions such as:

- What is digital rhetoric?
- What does it mean to “write” persuasively in a digital environment?
- How do reading and writing practices change in digital environments?
- What are the sociocultural dynamics of digital spaces?

Course Goals

By the end of the course, students will

- Establish their own definition of digital rhetoric
- Understand the importance of digital rhetoric as a field of study
- Be conversant with the major theorists of digital rhetoric
- Begin to formulate their own theories of digital rhetoric
- Complete a digital rhetoric and writing project

Texts

Sven Birkets. *The Gutenberg Elegies: The Fate of Reading in an Electronic Age*. Faber and Faber, 1994.

Jay David Bolter. *Writing Space: Computers, Hypertext and the Remediation of Print* (second edition). Lawrence Erlbaum, 2001.

Gail Hawisher and Cynthia Selfe. *Passions, Pedagogies, and 21st Century Technologies*. Utah State UP, 1999.

George Landow *Hypertext 2.0: The Convergence of Contemporary Critical Theory and Technology*. John Hopkins UP, 1992.

Ilana Snyder. *Page to Screen: Taking Literacy into the Electronic Age*. Routledge, 1998.

Essays available on PDF

Assignments

Reading Response Journals. Before each class you will make an informal post to the class WebCT electronic discussion board, responding to each article or chapter we are reading for that particular class. Posts for Thursdays will be about one page. On posts for Tuesdays you will also respond briefly to two of your peers' posts, and your post will be ½ a page. I will evaluate these posts on a check-plus (excellent), check (good), and check- minus (fair) basis, and at the end of the course the average grade of your posts will make up 25% of your final grade in the course. On the day you are the discussion leader, please bring a hard copy of your post to pass out to the class. The purpose of these responses is to encourage you to explore the readings, not summarize them. I encourage you to challenge the texts, ask questions, take risks, and think about both the theoretical and practical implications of what you read. I will not evaluate these responses on grammatical correctness or organization: these are informal and exploratory responses, and the content is what matters. Your peers and I will sometimes share these responses in class, so don't write anything you're not comfortable sharing with the class.

Book Review

Each of you will choose a book to read on a topic of digital rhetoric that especially interests you and write a brief review of the book. You will make a brief (5 minute) presentation to the class summarizing the book, discussing how it relates to the theories of digital rhetoric we've been discussing in class, and saying whether or not you recommend the book. You will also post a brief (one page) review of the book on Amazon.com and include this review with your final portfolio.

Listerv Journal

Each of you will subscribe to TechRhet, a computers and writing listserv, and keep a journal in which you copy posts that interest you or relate to the topics we are discussing in class (copy one or two posts a week). Occasionally I will ask you to respond to the listserv posts you've copied in your journal or bring a TechRhet post to class. Include the listerv journal with your final portfolio. The final journal should contain at least 15 posts and a one to two page reflection memo in which you respond to the posts and connect them to class readings and discussion.

Digital Rhetoric Project Portfolio. In the digital rhetoric project, you will explore in-depth one of the issues/questions discussed in the readings. You might explore an issue you raised in one of your response journals, something that came up in class conversation, or an issue related to digital rhetoric that you feel was neglected in the course readings. You may write this project as a print essay or in digital form: for example, as a Blog, hypertext, MUD, PowerPoint, or multimedia presentation. This project should be aimed at an audience and purpose beyond the classroom: for example, for submission to *Calaveras Station* or the *Young Rhetoricians Conference*, published online as a blog or hypertext, or as a multimedia presentation to the class. Your audience will expect you to do more than just report information or summarize what others have said on your topic: you will also explore your own ideas and arguments in conversation with others who have written about your topic. We will have full-class workshops, peer response

workshops, and one-on-one conferences for the digital rhetoric project, and on the last day of class you will turn in a final portfolio that includes rough drafts, a final draft, and a reflective process memo. The length of the project will depend on the purpose, audience, and genre, but everyone's project should be equivalent to a 10-15 page paper or presentation.

Evaluation

Response Journals	25%
Book Review	10%
Listserv Journal	10%
Digital Rhetoric Project Portfolio	45%
Participation	10%

Attendance and Participation

120R is not a lecture course, and everyone's active participation will be highly valued. Because much of the learning in 120R will take place during classroom discussions, workshops, and one-on-one conferences, regular attendance is essential. A student cannot receive an "A" grade unless he or she is a regular and effective contributor to classroom discussions and workshops. You will get two "freebie" absences. Every absence after the second will lower your final grade by a third of a letter grade for each class you miss (for example, "A" to "A-"). I look forward to in-depth exploration of the readings and careful and thoughtful responses to our peer's work.

Syllabus

Week one: Introduction to Digital Rhetoric

- Class policies and syllabus
- Reading from *Page to Screen*: Hawisher and Selfe, "Reflections on Computers and Composition Studies at the Century's End."
- Reading from *Passions, Pedagogies*: Baron, "From Pencils to Pixels: The Stages of Literacy Technologies."

Week two: Introduction to Digital Rhetoric, cont.

- Readings from Bolter, *Writing Space*: Writing in the Late Age of Print, Writing as Technology.
- Response journals

Week three: The Rhetoric of Hypertext

- Readings from Bolter, *Writing Space*: Hypertext and the Remediation of Print. The Breakout of the Visual.
- Readings from Landow, *Hypertext 2.0*: Hypertext: An Introduction
- Response journals

Week four: The Rhetoric of Hypertext, cont.

- Readings from Landow, *Hypertext 2.0: Reconfiguring the Text, Reconfiguring the Author, Reconfiguring Writing*
- Reading from *Page to Screen*: Yellowless Douglas, "Will the Most Reflexive Relativist Please Stand Up: Hypertext, Argument, and Relativism." In *Page to Screen*.
- Response journals

Week five: The Rhetoric of the Electronic Book

- Readings from Bolter, *Writing Space: The Electronic Book. Refashioned Dialogues. Interactive Fiction.*
- Links to example hypertext fiction
- Response journals

Week six: Digital Rhetoric and Essayistic Literacy

- Readings from *Passions, Pedagogies*: Hesse, "Saving a Place for Essayistic Literacy," Vielstimmig, "Petals on a Wet, Black Bough: Textuality, Collaboration, and the New Essay," Sirc, "What is Composition?"
- Response journals

Week seven: Rhetorical and Critical Theory in Digital Environments.

- Readings from Bolter, *Writing Space: Critical Theory in a New Writing Space. Writing the Self. Writing Culture.*
- Readings from Landow, *Hypertext 2.0: Hypertext and Critical Theory*
- Response journals

Week eight: Rhetorical and Critical Theory in Digital Environments, cont.

- Reading from *Page to Screen*: Burbiles, "Rhetorics of the Web: Hyperreading and Critical Literacy."
- Donna Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist-feminism in the Late Twentieth Century"
- Response journals

Week nine: Visual Rhetoric

- Reading from *Passions, Pedagogies*: Kress, "'English' at the Crossroads: Rethinking Curricula of Communication in the Context of the Turn to the Visual."
- Reading from *Page to Screen*: Kress, "Visual and Verbal Modes of Communication in Electronically Mediated Communication."
- Response journals

Week ten: Critiques of Digital Environments

- Reading from *Page to Screen*: Snyder, "Beyond the Hype: Reassessing Hypertext."
- Reading from PDF file: Parker, "Absolute PowerPoint."
- Response journals

Week eleven: Critiques of Digital Environments, cont.

- Readings from Birkets, *The Gutenberg Elegies*: Part I: The Reading Self
- Response journals

Week twelve: Critiques of Digital Environments, cont.

- Readings from Birkets, *The Gutenberg Elegies*: Part II: The Electronic Millennium
- Response journals

Week thirteen: The Rhetoric of Electronic Conversation

- Reading from *Page to Screen*: Moran and Hawisher, "The Rhetorics and Languages of Electronic Mail."
- Reading from *Passions, Pedagogies*: Cooper, "Postmodern Pedagogy in Electronic Conversation"
- Response journals

Week fourteen: The Rhetoric of Online Communities

- Reading from PDF file: Dibble, "A Rape in Cyberspace"
- Readings from *Passions, Pedagogies*: Porter, "Liberal Individualism and Internet Policy: A Communitarian Critique," Guyer and Hagaman, "Into the Next Room."
- Response journals

Week fifteen: Digital Rhetoric and Culture

- Readings from *Passions, Pedagogies*: Selfe: "Images of Technology and the Nature of Change," Hawisher and Sullivan, "Fleeting Images: Women Visually Writing the Web."
- Response journals
- Digital Rhetoric Project Presentations

College of Arts and Letters Curriculum Committee

CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department English Effective Date Fall 2008

Proposed Course Number ENGL 120R Course Name Topics in Rhetoric

Contact Person (Instructor) Amy Heckathorn Email amyheck@csus.edu Phone X85729

Projected Enrollment 25 Units of Credit 3 units

Has the course been offered before? no If yes, under what number?

Suggested Course Classification 04 Unit distribution: lecture lab activity X

List the prerequisite(s) for the proposed course.

ENGL 20 or ENGL 120A

For which students or programs is the course designated?

X Majors in the department

Minors in the department

X Majors of other departments (*e.g., An A&L course designed for Business Administration majors*)

General Service

Other (specify)

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program? Yes X No

Method of Presentation:

Lecture Lecture/Activity X Lecture/Discussion Lecture/Laboratory
 Activity Laboratory Seminar Films and/or other visuals
 Performance other (specify)

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

The course allows for varied topics, consequently, the course may be taken multiple times as long as the topic focus is different

What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course? Please *list* these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted.

1. COMS 167 3.

2. COMS 168 4.

I consulted with both Dr. Sheree Meyer and Dr. Nick Burnett, and both agreed that the COMS classes focus on oral rhetorics while this course focuses on written rhetorics.

Can the course be implemented within the existing departmental allocation? yes

If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

If this is a new course, how will it be integrated into your present allocation?

1. Will you be giving up another course to make room for the proposed course?

yes

2. What course(s) could you alternate in the schedule with the proposed course?

ENGL 120C

3. How often would you schedule the proposed course?

once a year

4. What full-time faculty can teach the course? What other course would they give up in order to teach it?

Dr. Gabor, Dr. Glade, Dr. Heckathorn, Dr. Melzer, Dr. Smith

Faculty would teach this course in lieu of undergraduate GE writing courses.

5. Realistically, what fiscal impact might the proposed course have? (*e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.*)

List the objectives/goals/expected learning outcomes.

Students will be able to:

- 1) read and analyze articles written in the specialized field under consideration
- 2) define the area of rhetorical study under consideration
- 3) formulate their own rhetorical theories within the field under consideration
- 4) apply the theoretical principles of the readings to their own writing
- 5) produce writing that demonstrates an understanding of the field under consideration

What student assessment tools will be used? (*e.g., exams, papers, portfolios.*)

Assessment strategies will include:

- 1) response papers on assigned readings

May 7, 2007

- 2) on-line discussion forums
 - 3) portfolio research project that address the field under consideration
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In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information:

- I. Course Content and Objectives
(Brief discursive overview of major topics and goals)
- II. Required Texts
(*e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.*)
- III. Course Format
(*e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.*)
- IV. Course Requirements
 - A. Class Participation
 - B. Examinations
 - C. Research Paper or Term Project or Short Papers, etc.
 - D. Attendance
 - E. Other Policies
- V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?
(*e.g., attendance 10%, midterm 23%, etc.*)
- VI. Semester Outline
(Course topics ordered weekly)